

Greene County Public Schools

5th Grade Language Arts Pacing Guide 2015 - 2016 Quarter 1

Bloom's key: **R=Remember, U=Understand, AP=Apply. AN=Analyze, E=Evaluate, C=Create**

Time/Dates/ Testing Windows	SOL/ Strand	Objective/Content/Essential Questions/Cognitive Level	Vertical Alignment	Vocabulary	Cross-curricular Connections
Week 1 8/18 - 8/21	Introduce classroom procedures				
Week 2 8/24 - 8/28 FICTION	Reading	5.5 The student will read and demonstrate comprehension of fictional texts, narrative non-fiction, and poetry. a. Describing the relationship between text and previously read materials. R l. Use reading strategies throughout the reading process to monitor comprehension. AP	PRIOR- Differentiate between fiction and nonfiction. Relate previous experiences to what is read. Describe relationship between text and previously read materials. Ask and answer questions about what is read. Set a purpose for reading. Locate information to answer questions.	Making connections Text to text Text to self Text to world Questioning Visualizing Inferring Determine importance Synthesize	Social studies: Read geography sources about North American regions in order to compare and contrast; relate regions to books they have read (ex. <i>Hatchet</i> by Gary Paulsen takes place in Canadian Shield)
	Writing ENTERTAINMENT/ NARRATIVE (1st of 2 weeks)	5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. a) Identify intended audience. R b) Uses a variety of prewriting strategies. AP c) Organize information to convey a central idea. U d) Write a clear topic sentence focusing on the main idea. C e) Write multi paragraph compositions. C i) Included supporting details that elaborate the main idea. C	PRIOR- Differentiate pictures from writing. Use available technology for reading and writing. Generate ideas. Focus on one topic. Identify intended audience. Use a variety of prewriting strategies. Write a clear topic sentence focusing on the main idea. Write a paragraph on the same topic. Use strategies for organization of information and elaboration according to the type of writing. Include details that elaborate the main idea. Recognize different modes of writing have different patterns of organization. Write two or more paragraphs on the same topic. Utilize elements of style, including word choice and sentence variation. POST- Write multi paragraph compositions. Compose a topic sentence or thesis statement if appropriate. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	Drafting Revising Editing	Letter to teacher Goals for the year
	Grammar	Review 3.10 The student will edit writing for correct grammar, capitalization, punctuation, and	PRIOR- Use correct spelling for commonly used sight words	Parts of speech pronouns	

		<p>spelling.</p> <ul style="list-style-type: none"> a) Use complete sentences. d) Use past and present verb tense. e) Use singular possessives. f) Use commas in a simple series. g) Use simple abbreviations. h) Use apostrophes in contractions with pronouns and in possessives. i) Use the articles a, an, and the correctly. j) Use correct spelling for frequently used sight words, including irregular plurals. <p>Review 4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <ul style="list-style-type: none"> a) Use subject-verb agreement. b) Include prepositional phrases. c) Eliminate double negatives. d) Use noun-pronoun agreement. e) Use commas in series, dates, and addresses. f) Incorporate adjectives and adverbs. g) Use correct spelling for frequently used words, including common homophones. h) Use singular possessives. 	<p>and phonetically regular words in final copies. Capitalize all proper nouns and the word I. Use singular and plural nouns and pronouns. Use complete sentences. Use apostrophes in contractions, all possessives, and plurals. Use past and present verb tense. Use commas in a series. Use subject-verb agreement. Use noun-pronoun agreement. Eliminate double negatives.</p> <p>POST-</p> <p>Use adjective and adverb comparisons. Use subject-verb agreement with intervening clauses and phrases. Maintain consistent verb tense across paragraphs.</p>	<p>possessives nouns verbs adjectives adverbs</p>	
	Oral Language	<p>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</p> <ul style="list-style-type: none"> a) Maintain eye contact with listeners. AP b) Use gestures to support, accentuate, and dramatize verbal message. AP c) Use facial expressions to support and dramatize verbal message. AP 	<p>PRIOR</p> <p>The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.</p>	<p>Oral presentation Audience Enunciation Gestures facial expressions Purpose organize clarify supporting details claim</p>	<p>All subject areas: Partner presentations Group presentations Whole class presentations</p>

Week 3 8/31-9/4 NON- FICTION	Reading	5.6 The student will read and demonstrate comprehension of nonfiction texts. a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts. AP b) Use prior knowledge and build additional background knowledge as context for new learning. AP l) Use reading strategies throughout the reading process to monitor comprehension. AP	PRIOR- Identify text features specific to the topic, such as title, heading, and pictures. Relate previous experiences to what is read. Ask and answer questions about what is read. Set a purpose for reading. Locate information to answer questions. Describe relationship between text and previously read materials.	Making connections Text to text Text to self Text to world Questioning Visualizing Inferring Determine importance Synthesize Read to self Narrative nonfiction Fiction Nonfiction	Create a nonfiction textbook (connecting to Math or Units)
	Writing ENTERTAINMENT/ NARRATIVE (2nd of 2 weeks)	5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. e) Write multi paragraph compositions. C f) Use precise and descriptive vocabulary to create tone and voice. AP g) Vary sentence structure by using transition words. AP i) Include supporting details that elaborate the main idea. C h) Revise for clarity of content using specific vocabulary and information. AP	PRIOR- Write two or more related paragraphs on the same topic. Utilize elements of style, including word choice and sentence variation. Use strategies for organization of information and elaboration according to the type of writing. Use transition words for sentence variety. Include details that elaborate the main idea. POST- Write multi paragraph compositions. Select vocabulary and information to enhance the central idea, tone, and voice. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	Revising Editing Publishing Sharing Responding Conferencing Focus	
	Grammar	5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. c) Identify and use interjections. U f) Use commas to indicate interrupters. AP k) Identify and use conjunctions. U	PRIOR- Revise writing. POST- Use commas to indicate interrupters. Use conjunctions.	conjunctions interrupters sentence structure commas	
	Oral Language	5.1 The student will listen, draw conclusions, and share responses in subject-related learning activities. c) summarize information gathered in group activities C	Contribute to group discussions. Seek ideas and opinions of others.	Oral presentation Audience Enunciation Gestures facial expressions Purpose organize clarify supporting details	Note-taking
Week 4 9/7-9/11 (Labor Day) FICTION	Reading	5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry by: b. Describing character development. R	PRIOR- Discuss characters, setting, and important events. POST-	Character Character trait Perception Plot	Comic books strip

		c. Describing the development of plot and explain the resolution of conflict(s). R	Describe character development. Identify elements of narrative structure, including setting, character, plot, conflict, and theme.	Conflict Resolution Rising and falling action Sequence	
	Writing PERSUASIVE (1st of 2 weeks)	5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. a) Identify intended audience. R b) Uses a variety of prewriting strategies. AP c) Organize information to convey a central idea. U d) Write a clear topic sentence focusing on the main idea. C e) Write multiparagraph compositions. C i) Included supporting details that elaborate the main idea. C	PRIOR- Differentiate pictures from writing. Use available technology for reading and writing. Generate ideas. Focus on one topic. Identify intended audience. Use a variety of prewriting strategies. Write a clear topic sentence focusing on the main idea. Write a paragraph on the same topic. Use strategies for organization of information and elaboration according to the type of writing. Include details that elaborate the main idea. Recognize different modes of writing have different patterns of organization. Write two or more related paragraphs on the same topic. Utilize elements of style, including word choice and sentence variation. POST- Write multi paragraph compositions. Compose a topic sentence or thesis statement if appropriate. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	Web Foursquare Brainstorm list	
	Grammar	5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. a) Use plural possessives. AP d) Use apostrophes in contractions and possessives. AP j) Use correct spelling of commonly used words (*Word Study Program repeated throughout quarter 1) AP	PRIOR- Use apostrophes in contractions, possessives, and plurals. Use singular possessives. Use correct spelling for commonly used sight words and phonetically regular words in final copies. POST- Use plural possessives.	plural possessives contractions Word Study	
	Oral Language	5.1 The student will listen, draw conclusions, and share responses in subject-related learning activities. b) organize information to present in reports of group activities. AP	PRIOR The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b)	Oral presentation Audience Enunciation Gestures facial expressions Purpose organize clarify supporting details claim	All subject areas: Partner presentations Group presentations Whole class presentations

			Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.		
Week 5 9/14-9/18 NON- FICTION	Reading	5.4 The student will expand vocabulary when reading by: a. Use context to clarify meaning of unfamiliar words and phrases. AP		Context Clues	
	Writing PERSUASIVE (2nd of 2 weeks)	5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. e) Write multi paragraph compositions. C f) Use precise and descriptive vocabulary to create tone and voice. AP g) Vary sentence structure by using transition words. AP i) Include supporting details that elaborate the main idea. C h) Revise for clarity of content using specific vocabulary and information. AP	PRIOR- Recognize different modes of writing have different patterns of organization. Write two or more related paragraphs on the same topic. Utilize elements of style, including word choice and sentence variation. Use transition words for sentence variety. Use strategies for organization of information and elaboration according to the type of writing. Include details that elaborate the main idea. POST- Write multi paragraph compositions. Select vocabulary and information to enhance the central idea, tone, and voice. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	Revising Editing Publishing Sharing Responding Conferencing Focus	
	Grammar	5.4 The student will expand vocabulary when reading. c. Use knowledge of roots, suffixes, and prefixes *repeated throughout quarter 1 AP 5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. j) Use correct spelling of commonly used words (*Word Study Program repeated throughout quarter 1) AP	PRIOR- Use correct spelling for commonly used sight words and phonetically regular words in final copies. POST- Use hyphens to divide words at the end of a line.	Review prefixes: 3rd Grade Prefixes: ex, dis, un, re, mis, non, pre 4th Grade Prefixes: non, over, de, under, bi, tri, quad, oct Review suffixes: 3rd Grade Suffixes: -ly, -ful, -less, -able, -tion, -ness, -ment 4th grade Suffixes: -er, -or, -ment, -ition, -ation, -ion, -sion, -en, -al, -ial Review roots: 3rd Grade Roots: bio, graph, phone, scope 4th Grade Roots: rupt, terra, geo, photo, tract, meter, metr 5th Grade Roots:	

				<p>(ject, struct, vis, vid, jur / juris, log / logue, path, ast / astr, mit, audi, dict, max(i), port, phobia / phobic / phobe, scribe / script, gram</p> <p>5th Grade Prefixes: semi, super, multi, poly, tele, inter, mid, sub, deca/deci, kilo, milli/mille, centi, en/em, fore, anti, auto</p> <p>5th Grade Suffixes: -ible, -ian, -an, -ship, -ist, -logy/-ology, -ism, -ence/-ance, -ess, -ive/-ative/ -tive</p>	
	Oral Language	<p>5.1 The student will listen, draw conclusions, and share responses in subject-related learning activities.</p> <p>b) organize information to present in reports of group activities. U</p>	<p>PRIOR The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.</p>	<p>Oral presentation Audience Enunciation Gestures facial expressions Purpose organize clarify supporting details claim</p>	<p>All subject areas: Partner presentations Group presentations Whole class presentations</p>
<p>Week 6 9/21-9/25 FICTION</p>	Reading	<p>5.5 The student will read and demonstrate comprehension of fictional texts, narrative non-fiction, and poetry.</p> <p>g. Identify main idea. R h. summarize supporting details from text. R</p>	<p>PRIOR- Identify the main idea or theme. Summarize stories and events with beginning, middle, and end in the correct sequence. Summarize the major points found in nonfiction text.</p>	<p>Main idea supporting details Sequencing</p>	<p>- Compare and contrast Earth's interior layers, types of rocks, weathering and erosion; - Cause and effect volcanoes, earthquakes weathering - Inference using fossil evidence</p>

	Writing DESCRIPTIVE (1st of 2 weeks)	<p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.</p> <p>a) Identify intended audience. R</p> <p>b) Uses a variety of prewriting strategies. AP</p> <p>c) Organize information to convey a central idea. U</p> <p>d) Write a clear topic sentence focusing on the main idea. C</p> <p>e) Write multi paragraph compositions. C</p> <p>i) Included supporting details that elaborate the main idea. C</p>	<p>PRIOR-</p> <p>Differentiate pictures from writing. Use available technology for reading and writing. Generate ideas. Focus on one topic. Identify intended audience. Use a variety of prewriting strategies. Write a clear topic sentence focusing on the main idea. Write a paragraph on the same topic. Use strategies for organization of information and elaboration according to the type of writing. Include details that elaborate the main idea. Recognize different modes of writing have different patterns of organization. Write two or more related paragraphs on the same topic. Utilize elements of style, including word choice and sentence variation.</p> <p>POST-</p> <p>Write multi paragraph compositions. Compose a topic sentence or thesis statement if appropriate. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.</p>	Web Four square Brainstorm list	
	Grammar	<p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <p>b) Use adjective and adverb comparisons. AP</p> <p>j) Use correct spelling of commonly used words (*Word Study Program repeated throughout quarter 1) AP</p> <p>5.4 The student will expand vocabulary when reading.</p> <p>c. Use knowledge of roots, suffixes, and prefixes. AP</p>	<p>PRIOR-</p> <p>Use correct spelling for commonly used sight words and phonetically regular words in final copies.</p> <p>POST-</p> <p>Use adjective and adverb comparisons. Use hyphens to divide words at the end of a line.</p>	adjectives adverbs Word Study roots prefixes suffixes	
	Oral Language	<p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <p>a) Participate in and contribute to discussions across content areas.</p> <p>c) Summarize information gathered in group activities.</p> <p>e) Demonstrate the ability to collaborate with diverse teams.</p> <p>f) Demonstrate the ability to work independently.</p> <p>5.2 The student will use effective verbal and nonverbal communication skills to deliver</p>	<p>PRIOR</p> <p>The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style</p>		

		<p>planned oral presentations.</p> <p>f) Organize content sequentially around major ideas.</p> <p>g) Summarize main points as they relate to main idea or supporting details.</p>	appropriate to the audience, topic, and purpose.		
<p>Week 7 9/28-10/2 NON- FICTION</p>	Reading	<p>5.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>d. Identify main idea. R</p> <p>e. summarize supporting details from text. R</p>	<p>PRIOR-</p> <p>Identify the main idea or theme.</p> <p>Summarize the major points found in nonfiction text.</p>	<p>main idea</p> <p>supporting detail</p>	
	<p>Writing DESCRIPTIVE (2nd of 2 weeks)</p>	<p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.</p> <p>e) Write multi paragraph compositions. C</p> <p>f) Use precise and descriptive vocabulary to create tone and voice. AP</p> <p>g) Vary sentence structure by using transition words. AP</p> <p>i) Include supporting details that elaborate the main idea. C</p> <p>h) Revise for clarity of content using specific vocabulary and information. AP</p>	<p>PRIOR-</p> <p>Recognize different modes of writing have different patterns of organization.</p> <p>Write two or more related paragraphs on the same topic.</p> <p>Utilize elements of style, including word choice and sentence variation.</p> <p>Use transition words for sentence variety.</p> <p>Use strategies for organization of information and elaboration according to the type of writing.</p> <p>Include details that elaborate the main idea.</p> <p>POST-</p> <p>Write multi paragraph compositions.</p> <p>Select vocabulary and information to enhance the central idea, tone, and voice.</p> <p>Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.</p>	<p>transition words</p> <p>varied sentence structure</p> <p>Revising</p> <p>Editing</p> <p>Publishing</p> <p>Sharing</p> <p>Responding</p> <p>Conferencing</p> <p>Focus</p>	<p>Social Studies:</p> <p>Create travel brochures (non-fiction)for different regions and present to class</p> <p>Journal entries as if student is traveling through different regions (compare and contrast)</p>
	Grammar	<p>5.4 The student will expand vocabulary when reading.</p> <p>c. Use knowledge of roots, suffixes, and prefixes. AP</p> <p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <p>h) edit for fragments and run-on sentences. AP</p> <p>i) Eliminate double negatives. AP</p> <p>j) Use correct spelling of commonly used words. AP</p> <p>(*Word Study Program repeated throughout quarter 1) AP</p>	<p>PRIOR-</p> <p>Eliminate double negatives.</p> <p>Use correct spelling for commonly used sight words and phonetically regular words in final copies.</p> <p>POST-</p> <p>Edit for fragments and run-ons.</p> <p>Use hyphens to divide words at the end of a line.</p>	<p>root words</p> <p>prefixes</p> <p>suffixes</p>	
	Oral Language	<p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <p>a) Participate in and contribute to discussions across</p>	<p>PRIOR</p> <p>The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content</p>		

		<p>content areas.</p> <p>b) Organize information to present in reports of group activities.</p> <p>c) Summarize information gathered in group activities.</p> <p>d) Communicate new ideas to others.</p> <p>e) Demonstrate the ability to collaborate with diverse teams.</p> <p>f) Demonstrate the ability to work independently.</p> <p>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</p> <p>e) Determine appropriate content for audience.</p> <p>f) Organize content sequentially around major ideas.</p> <p>g) Summarize main points as they relate to main idea or supporting details.</p>	<p>areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.</p>		
Week 8 10/5-10/9 FICTION	Reading	<p>5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.</p> <p>k) Making, confirming, or revising predictions. C and E</p> <p>i) Draw conclusions and make inferences from text.</p>	<p>PRIOR- Make predictions.</p> <p>POST Use information in text to draw conclusions and make inferences.</p>	<p>making predictions confirming predictions drawing conclusions inferences</p>	
	Writing INFORMATIONAL (1st of 2 weeks)	<p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.</p> <p>a) Identify intended audience. R</p> <p>b) Uses a variety of prewriting strategies. AP</p> <p>c) Organize information to convey a central idea. U</p> <p>d) Write a clear topic sentence focusing on the main idea. C</p> <p>e) Write multi paragraph compositions. C</p> <p>i) Included supporting details that elaborate the main idea. C</p>	<p>PRIOR- Differentiate pictures from writing. Use available technology for reading and writing. Generate ideas. Focus on one topic. Identify intended audience. Use a variety of prewriting strategies. Write a clear topic sentence focusing on the main idea. Write a paragraph on the same topic. Use strategies for organization of information and elaboration according to the type of writing. Include details that elaborate the main idea. Recognize different modes of writing have different patterns of organization. Write two or more related paragraphs on the same topic. Utilize elements of style, including word choice and sentence variation.</p> <p>POST- Write multi paragraph compositions. Compose a topic sentence or thesis statement if appropriate. Expand and embed ideas by using modifiers, standard coordination, and subordination in</p>	<p>Web Four square Brainstorm list</p> <p>Drafting Revising Editing</p>	<p>Journal of a rock through the rock cycle .. Create brochure or public service announcement about human impact on earth</p>

			complete sentences		
	*End of Quarter Research (1st of 2 weeks)	<p>5.9 The student will find, evaluate, and select appropriate resources for a research product.</p> <p>a) Construct questions about a topic.. C</p> <p>b) Collect information from multiple resources including online, print, and media. R</p> <p>c) Use technology as a tool to research, organize, evaluate, and communicate information. AP</p>	<p>PRIOR-</p> <p>Use available technology for reading and writing. Use reference materials. Demonstrate comprehension of information in reference material. Ask and answer questions about what is read. Use reference materials. Set a purpose for reading. Draw conclusions based on text.</p> <p>POST-</p> <p>Compare and contrast information about one topic, which may be contained in different selections. Compose a topic sentence or thesis statement if appropriate.</p>	<p>multigenre research project</p> <p>Guiding Question Construct questions about a topic. Collect information, using the resources of the media center, including online, print, and media resources. Evaluate and synthesize information.</p>	<p>Research information about 13 colonies and explorers</p>
	Grammar	<p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <p>e) Use quotation marks with dialogue. AP</p> <p>j) Use correct spelling of commonly used words (*Word Study Program repeated throughout quarter 1) AP</p> <p>5.4 The student will expand vocabulary when reading.</p> <p>c. Use knowledge of roots, suffixes, and prefixes. AP</p>	<p>PRIOR-</p> <p>Use correct spelling for commonly used sight words and phonetically regular words in final copies.</p> <p>POST-</p> <p>Use quotation marks with dialogue. Use hyphens to divide words at the end of a line.</p>	<p>Quotation marks Dialogue</p>	
	Oral Language	<p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <p>a) Participate in and contribute to discussions across content areas.</p> <p>b) Organize information to present in reports of group activities.</p> <p>c) Summarize information gathered in group activities.</p> <p>d) Communicate new ideas to others.</p> <p>e) Demonstrate the ability to collaborate with diverse teams.</p> <p>f) Demonstrate the ability to work independently.</p> <p>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</p> <p>e) Determine appropriate content for audience.</p> <p>f) Organize content sequentially around major ideas.</p> <p>g) Summarize main points</p>	<p>PRIOR</p> <p>The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.</p>		

		<p>as they relate to main idea or supporting details.</p> <p>h) Incorporate visual media to support the presentation.</p> <p>i) Use language and style appropriate to the audience, topic, and purpose.</p>			
<p>Week 9 10/12-10/16 NON-FICTION</p> <p>Writing Prompt MAP Testing Review</p>	Reading	<p>5.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>g) Locate information to support opinions, predictions, and conclusions. U</p>	<p>PRIOR- Make predictions. Identify the main idea or theme. Draw conclusions based on text.</p> <p>POST- Skim materials to develop a general overview of content and to locate specific information. Use information in text to draw conclusions and make inferences.</p>	Predictions relevant details realistic	
	Writing INFORMATIONAL (2nd of 2 weeks)	<p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.</p> <p>e) Write multi paragraph compositions. C</p> <p>f) Use precise and descriptive vocabulary to create tone and voice. AP</p> <p>g) Vary sentence structure by using transition words. AP</p> <p>i) Include supporting details that elaborate the main idea. C</p> <p>h) Revise for clarity of content using specific vocabulary and information. AP</p> <p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <p>h) edit for fragments and run-on sentences. AP</p> <p>i) Eliminate double negatives. AP</p> <p>j) Use correct spelling of commonly used words. AP</p>	<p>PRIOR- Recognize different modes of writing have different patterns of organization. Write two or more related paragraphs on the same topic. Utilize elements of style, including word choice and sentence variation. Use transition words for sentence variety. Use strategies for organization of information and elaboration according to the type of writing. Include details that elaborate the main idea. Eliminate double negatives. Use correct spelling for commonly used sight words and phonetically regular words in final copies.</p> <p>POST- Write multi paragraph compositions. Select vocabulary and information to enhance the central idea, tone, and voice. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. Edit for fragments and run-ons.</p>		
	*End of Quarter Research (2nd of 2 weeks)	<p>5.9 The student will find, evaluate, and select appropriate resources for a research product.</p> <p>d. Organize information presented on charts, maps, and graphs. U</p> <p>e. Develop notes that include important concepts, summaries, and identification of information sources. C</p>	<p>PRIOR- Ask and answer questions about what is read. Locate information to answer questions. Summarize major points found in non fiction texts.</p> <p>POST- Compare and contrast information about one topic, which may be contained in different sections.</p>	multigenre research project	

	Grammar	<p>5.8 The student will edit writing for correct grammar, capitalization, spelling,</p> <p>h) Edit for fragments and run-on sentences. AP</p> <p>j) Use correct spelling of commonly used words (*Word Study Program repeated throughout quarter 1) AP</p> <p>5.4 The student will expand vocabulary when reading.</p> <p>c. Use knowledge of roots, suffixes, and prefixes. AP</p>	<p>PRIOR-</p> <p>Use correct spelling for commonly used sight words and phonetically regular words in final copies.</p> <p>POST-</p> <p>Edit for fragments and run-ons.</p> <p>Use hyphens to divide words at the end of a line.</p>		
	Oral Language	<p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <p>a) Participate in and contribute to discussions across content areas.</p> <p>b) Organize information to present in reports of group activities.</p> <p>c) Summarize information gathered in group activities.</p> <p>d) Communicate new ideas to others.</p> <p>e) Demonstrate the ability to collaborate with diverse teams.</p> <p>f) Demonstrate the ability to work independently.</p> <p>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</p> <p>e) Determine appropriate content for audience.</p> <p>f) Organize content sequentially around major ideas.</p> <p>g) Summarize main points as they relate to main idea or supporting details.</p> <p>h) Incorporate visual media to support the presentation.</p> <p>i) Use language and style appropriate to the audience, topic, and purpose.</p>	<p>PRIOR</p> <p>The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.</p>		

Greene County Public Schools

5th Grade Language Arts Pacing Guide 2015 - 2016 Quarter 2

Bloom's key: *R=Remember, U=Understand, AP=Apply. AN=Analyze, E=Evaluate, C=Create*

Time/Dates/ Testing Windows	SOL/ Strand	Objective/Content/Essential Questions/Cognitive Level	Vertical Alignment	Vocabulary	Cross-curricular Connections
Week 1 10/19 - 10/23		Use this week to adjust forward and backward for time used to take benchmarks and MAP in the fall, Time not used during testing should be used for spiral review.			
Week 2 10/26 - 10/30 FICTION	Reading	<p>5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.</p> <p>f) Identify and ask questions that clarify various points of view. R</p> <p>*5.4 The student will expand vocabulary when reading.</p> <p>c) Use knowledge of roots, suffixes, and prefixes</p> <p>*Continue to spiral throughout the year</p>	<p>PRIOR</p> <p>Ask and answer questions about what is read. Locate information to answer questions. Use correct spelling for commonly used sight words and phonetically regular words in final copies.</p> <p>Review prefixes:</p> <p>3rd Grade Prefixes: ex, dis, un, re, mis, non, pre</p> <p>4th Grade Prefixes: non, over, de, under, bi, tri, quad, oct</p> <p>Review suffixes:</p> <p>3rd Grade Suffixes: -ly, -ful, -less, -able, -tion, -ness, -ment</p> <p>4th grade Suffixes: -er, -or, -ment, -ition, -ation, -ion, -sion, -en, -al, -ial</p> <p>Review roots:</p> <p>3rd Grade Roots: bio, graph, phone, scope</p> <p>4th Grade Roots: rupt, terra, geo, photo, tract, meter, metr</p> <p>POST</p> <p>Identify the source, viewpoint, and purpose of texts.</p> <p>5th Grade Roots: (ject, struct, vis, vid, jur / juris, log / logue, path, ast / astr, mit, audi, dict, max(i), port, phobia / phobic / phobe, scribe / script, gram</p> <p>5th Grade Prefixes:</p>	<p>Point of view Perspective</p> <p>Root word Prefix Suffix Affixes</p>	Analyze how various parties (colonists, Thomas Jefferson, George Washington, King George, etc..) viewed the American Revolution.

			semi, super, multi, poly, tele, inter, mid, sub, deca/deci, kilo, milli/mille, centi, en/em, fore, anti, auto 5th Grade Suffixes: -ible, -ian, -an, -ship, -ist, -logy/-ology, -ism, -ence/-ance, -ess, -ive/-ative/ -tive		
	Writing ENTERTAINMENT/ NARRATIVE (1st of 2 weeks)	5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. a) Identify intended audience. R b) Uses a variety of prewriting strategies. AP c) Organize information to convey a central idea. U d) Write a clear topic sentence focusing on the main idea. C e) Write multiparagraph compositions. C i) Included supporting details that elaborate the main idea. C	PRIOR- Differentiate pictures from writing. Use available technology for reading and writing. Generate ideas. Focus on one topic. Identify intended audience. Use a variety of prewriting strategies. Write a clear topic sentence focusing on the main idea. Write a paragraph on the same topic. Use strategies for organization of information and elaboration according to the type of writing. Include details that elaborate the main idea. Recognize different modes of writing have different patterns of organization. Write two or more paragraphs on the same topic. Utilize elements of style, including word choice and sentence variation. POST- Write multiparagraph compositions. Compose a topic sentence or thesis statement if appropriate. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	Entertainment Narrative Audience Central/main idea Topic sentence Supporting detail	Write a narrative piece as a colonist in the new American colonies. Write a narrative piece as a sound wave traveling through the air.
	Spiraling Grammar (1st of 2 weeks)	5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. a) Use plural possessives. d) Use apostrophes in contractions and possessives.	PRIOR Use apostrophes in singular possessives. Use apostrophes in contractions, possessives, and plurals. Use singular possessives. POST Use apostrophes in contractions, possessives, and plurals. Use plural possessives.	Possessive Plural Possessive Apostrophes Contractions	Identify various elements of grammar using nonfiction books pertaining to: -3 regions - 13 American colonies - Sound waves
	Oral Language	5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations. a) Maintain eye contact with listeners. AP b) Use gestures to support, accentuate, and dramatize verbal message. AP c) Use facial expressions to support and dramatize verbal message. AP	PRIOR The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.	Oral presentation Audience Enunciation Gestures facial expressions Purpose organize clarify supporting details claim	All subject areas: Partner presentations Group presentations Whole class presentations

Week 3 11/2 - 11/6 FICTION	Reading 5.6i	5.6 The student will read and demonstrate comprehension of nonfiction texts by: i) differentiate between fact and opinion	PRIOR Differentiate between fact and opinion. POST Identify the author's organizational pattern.	Fact Opinion	Identify fact/opinion statements from articles/books pertaining to: -3 regions - 13 American colonies - Sound waves
	Writing ENTERTAINMENT/ NARRATIVE (2nd of 2 weeks)	5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. e) Write multi paragraph compositions. C f) Use precise and descriptive vocabulary to create tone and voice. AP g) Vary sentence structure by using transition words. AP i) Include supporting details that elaborate the main idea. C h) Revise for clarity of content using specific vocabulary and information. AP	PRIOR Write a clear topic sentence focusing on the main idea. Write a paragraph on the same topic. Use strategies for organization of information and elaboration according to the type of writing. Include details that elaborate the main idea. Recognize different modes of writing have different patterns of organization. Write two or more paragraphs on the same topic. Utilize elements of style, including word choice and sentence variation. Use transition words for sentence variety. POST Write multiparagraph compositions. Select vocabulary and information to enhance the central idea, tone, and voice. Expand and embed ideas by using modifiers, standard coordination, subordination in complete sentences.	Multiparagraph Tone Voice Transition Revising Editing Publishing Conferencing Focus	Continue to write a narrative piece as a colonist in the new American colonies. Write a narrative piece as a sound wave traveling through the air.
	Spiraling Grammar (2nd of 2 weeks)	5.8 The student will edit writing for correct grammar, capitalization, spelling,punctuation, sentence structure, and paragraphing. b) Use adjective and adverb comparisons.	PRIOR Incorporate adjectives and adverbs. POST Use adjective and adverb comparisons.	verbs adjectives adverbs	Identify various elements of grammar using nonfiction books pertaining to: -3 regions - 13 American colonies - Sound waves
	Oral Language	5.1 The student will listen, draw conclusions, and share responses in subject-related learning activities. c) summarize information gathered in group activities C	PRIOR The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.	Oral presentation Audience Enunciation Gestures facial expressions Purpose organize clarify supporting details Contribute to group discussions. Seek ideas and opinions of others Notetaking	All subject areas: Partner presentations Group presentations Whole class presentations

<p>Week 4 11/9 11/14 (Veterans Day) NON-FICTION</p>	<p>Reading</p>	<p>5.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.</p> <p>b) Use prior knowledge and build additional background knowledge as context for new learning.</p> <p>l) Use reading strategies throughout the reading process to monitor comprehension.</p>	<p>PRIOR- Identify text features specific to the topic, such as title, heading, and pictures. Relate previous experience to what is read. Describe the relationship between text and previously read materials.</p> <p>POST Use information in text to draw conclusions and make inferences.</p>	<p>Headings Graphics Font/Type Infer Question Visualize Monitor reading Connections Predict</p>	<p>Read passages (print and online) about 13 colonies and Revolution. Create a graphic organizer that explains reasons for American Revolution</p>
	<p>Writing DESCRIPTIVE (1st of 2 weeks)</p>	<p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.</p> <p>a) Identify intended audience. R</p> <p>b) Uses a variety of prewriting strategies. AP</p> <p>c) Organize information to convey a central idea. U</p> <p>d) Write a clear topic sentence focusing on the main idea. C</p> <p>e) Write multi paragraph compositions. C</p> <p>i) Included supporting details that elaborate the main idea. C</p>	<p>PRIOR- Differentiate pictures from writing. Use available technology for reading and writing. Generate ideas. Focus on one topic. Identify intended audience. Use a variety of prewriting strategies. Write a clear topic sentence focusing on the main idea. Write a paragraph on the same topic. Use strategies for organization of information and elaboration according to the type of writing. Include details that elaborate the main idea. Recognize different modes of writing have different patterns of organization. Write two or more paragraphs on the same topic. Utilize elements of style, including word choice and sentence variation.</p> <p>POST- Write multiparagraph compositions. Compose a topic sentence or thesis statement if appropriate. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.</p>	<p>Descriptive Audience Prewriting Topic Sentence Supporting Detail</p>	<p>Write a descriptive multiparagraph essay indicating::</p> <ul style="list-style-type: none"> - why colonists settled in each of the 3 regions - what factors led to the American Revolution - how sound waves work
	<p>Spiraling Grammar (1st of 2 weeks)</p>	<p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <p>c) Identify and use interjections.</p> <p>k) Identify and use conjunctions.</p>	<p>No prior - these are new skills to 5th grade.</p> <p>POST Use commas to indicate interrupters. Use conjunctions.</p>	<p>Interjections Conjunctions</p>	<p>Identify various elements of grammar using nonfiction books pertaining to:</p> <ul style="list-style-type: none"> -3 regions - 13 American colonies - Sound waves
	<p>Oral Language</p>	<p>5.1 The student will listen, draw conclusions, and share responses in subject-related learning activities.</p> <p>b) organize information to present in reports of group activities. AP</p>	<p>PRIOR The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and</p>	<p>Oral presentation Audience Enunciation Gestures facial expressions</p>	<p>All subject areas: Partner presentations Group presentations</p>

			<p>opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.</p>	<p>Purpose organize clarify supporting details Contribute to group discussions.</p>	<p>Whole class presentations</p>
<p>Week 5 11/16 - 11/20 NON- FICTION</p>	<p>Reading</p>	<p>5.4 The student will expand vocabulary when reading by:</p> <ul style="list-style-type: none"> a. Use context to clarify meaning of unfamiliar words and phrases. AP b. Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. AP e. Use dictionary, glossary, thesaurus, and other word-reference materials (review). AP 	<p>PRIOR Use reference materials. Demonstrate comprehension of information in reference material.</p>	<p>Context Clues Multiple Meanings Dictionary Glossary Thesaurus</p>	<p>Use context clues to identify meaning of unknown words/phrases in nonfiction books pertaining to:</p> <ul style="list-style-type: none"> -3 regions - 13 American colonies - Sound waves
	<p>Writing DESCRIPTIVE (2nd of 2 weeks)</p>	<p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.</p> <ul style="list-style-type: none"> e) Write multi paragraph compositions. C f) Use precise and descriptive vocabulary to create tone and voice. AP g) Vary sentence structure by using transition words. AP i) Include supporting details that elaborate the main idea. C h) Revise for clarity of content using specific vocabulary and information. AP 	<p>PRIOR Write a clear topic sentence focusing on the main idea. Write a paragraph on the same topic. Use strategies for organization of information and elaboration according to the type of writing. Include details that elaborate the main idea. Recognize different modes of writing have different patterns of organization. Write two or more paragraphs on the same topic. Utilize elements of style, including word choice and sentence variation. Use transition words for sentence variety.</p> <p>POST Write multi paragraph compositions. Select vocabulary and information to enhance the central idea, tone, and voice. Expand and embed ideas by using modifiers, standard coordination, subordination in complete sentences.</p>	<p>Multiparagraph Tone Voice Transition Revising Editing Publishing Conferencing Focus</p>	<p>Continue to write a descriptive multiparagraph essay indicating:</p> <ul style="list-style-type: none"> - why colonists settled in each of the 3 regions - what factors led to the American Revolution - how sound waves work
	<p>Spiraling Grammar (2nd of 2 weeks)</p>	<p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <ul style="list-style-type: none"> e) Use quotation marks with dialogue. f) Use commas to indicate interrupters. 	<p>PRIOR Use commas in a series, dates, and addresses.</p> <p>POST Use quotation marks with dialogue. Use commas to indicate interrupters.</p>	<p>Quotation marks Dialogue Commas Interrupters</p>	<p>Identify various elements of grammar using nonfiction books pertaining to:</p> <ul style="list-style-type: none"> -3 regions - 13 American colonies - Sound waves

	Oral Language	5.1 The student will listen, draw conclusions, and share responses in subject-related learning activities. b) organize information to present in reports of group activities. U	PRIOR The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.	Oral presentation Audience Enunciation Gestures facial expressions Purpose organize clarify supporting details Contribute to group discussions.	All subject areas: Partner presentations Group presentations Whole class presentations
Week 6 11/23 - 11/27 (2 day week for Thanksgiving) NON- FICTION	Reading	*5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. g. Identify main idea. R h. summarize supporting details from text. R * Review from Quarter 1	PRIOR- Identify the main idea or theme. Summarize stories and events with beginning, middle, and end in the correct sequence. Summarize the major points found in nonfiction text.	Main idea supporting details Sequencing main idea and supporting details summarizing	Identify main idea and supporting detail using nonfiction passages pertaining to: -3 regions - 13 American colonies - Sound waves
	Writing INFORMATIONAL(1st of 2 weeks)	5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. a) Identify intended audience. R b) Uses a variety of prewriting strategies. AP c) Organize information to convey a central idea. U d) Write a clear topic sentence focusing on the main idea. C e) Write multiparagraph compositions. C i) Included supporting details that elaborate the main idea. C	PRIOR- Differentiate pictures from writing. Use available technology for reading and writing. Generate ideas. Focus on one topic. Identify intended audience. Use a variety of prewriting strategies. Write a clear topic sentence focusing on the main idea. Write a paragraph on the same topic. Use strategies for organization of information and elaboration according to the type of writing. Include details that elaborate the main idea. Recognize different modes of writing have different patterns of organization. Write two or more paragraphs on the same topic. Utilize elements of style, including word choice and sentence variation. POST- Write multi paragraph compositions. Compose a topic sentence or thesis statement if appropriate. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	Descriptive Audience Prewriting Topic Sentence Supporting Detail	Write an informational multiparagraph essay or brochure about the following topics: -3 regions - 13 American colonies - Sound waves

	Spiraling Grammar (1st of 2 weeks)	<p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <p style="text-align: center;">g) Use a hyphen to divide words at the end of a line.</p>	<p>No prior - this is a new skill to 5th grade.</p> <p>POST Use hyphens to divide words at the end of a line.</p>	Hyphen	<p>Identify various elements of grammar using nonfiction books pertaining to:</p> <p>-3 regions - 13 American colonies - Sound waves</p>
	Oral Language	<p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <p style="text-align: center;">a) Participate in and contribute to discussions across content areas. c) Summarize information gathered in group activities. e) Demonstrate the ability to collaborate with diverse teams. f) Demonstrate the ability to work independently.</p> <p>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</p> <p style="text-align: center;">f) Organize content sequentially around major ideas. g) Summarize main points as they relate to main idea or supporting details.</p>	<p>PRIOR The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.</p>	Socratic Seminar	<p>Socratic Seminar Topics:</p> <p>-Which would be the best region to settle in and why? - Is it ever okay to break the law? Why or why not? (Guide conversation towards colonists revolting against England)</p>
Week 7 11/30 - 12/4 NON- FICTION	Reading	<p>5.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p style="text-align: center;">a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts. c) Skim materials to develop a general overview of content and to locate specific information. AP k) Identify new information gained from reading.</p>	<p>PRIOR Identify text features specific to the topic, such as title, heading, and pictures. Locate information to answer questions. Demonstrate comprehension of materials in reference material.</p> <p>POST Skim materials to develop a general overview of content and to locate specific materials.</p>	Skim Headings Graphics	<p>Identify main idea and supporting details using nonfiction passages pertaining to:</p> <p>-3 regions - 13 American colonies - Sound waves</p>

	Writing INFORMATIONAL (2nd of 2 weeks)	<p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.</p> <p>e) Write multi paragraph compositions. C</p> <p>f) Use precise and descriptive vocabulary to create tone and voice. AP</p> <p>g) Vary sentence structure by using transition words. AP</p> <p>i) Include supporting details that elaborate the main idea. C</p> <p>h) Revise for clarity of content using specific vocabulary and information. AP</p> <p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <p>h) edit for fragments and run-on sentences. AP</p> <p>i) Eliminate double negatives. AP</p> <p>j) Use correct spelling of commonly used words. AP</p>	<p>PRIOR</p> <p>Write a clear topic sentence focusing on the main idea.</p> <p>Write a paragraph on the same topic.</p> <p>Use strategies for organization of information and elaboration according to the type of writing.</p> <p>Include details that elaborate the main idea.</p> <p>Recognize different modes of writing have different patterns of organization.</p> <p>Write two or more paragraphs on the same topic.</p> <p>Utilize elements of style, including word choice and sentence variation.</p> <p>Use transition words for sentence variety.</p> <p>POST</p> <p>Write multi paragraph compositions.</p> <p>Select vocabulary and information to enhance the central idea, tone, and voice.</p> <p>Expand and embed ideas by using modifiers, standard coordination, subordination in complete sentences.</p>	<p>Multiparagraph</p> <p>Tone</p> <p>Voice</p> <p>Transition</p> <p>Revising</p> <p>Editing</p> <p>Publishing</p> <p>Conferencing</p> <p>Focus</p>	<p>Write an informational multiparagraph essay or brochure about the following topics:</p> <p>-3 regions</p> <p>- 13 American colonies</p> <p>- Sound waves</p>
	Spiraling Grammar (2nd of 2 weeks)	<p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <p>h) Edit for fragments and run-on sentences.</p> <p>j) Use correct spelling of commonly used words.</p>	<p>PRIOR</p> <p>Use correct spelling for commonly used sight words and phonetically regular words in final copies.</p> <p>Use complete sentences.</p> <p>POST</p> <p>Edit for fragments and run-ons.</p>	<p>Fragments</p> <p>Run-on sentences</p>	<p>Identify various elements of grammar using nonfiction books pertaining to:</p> <p>-3 regions</p> <p>- 13 American colonies</p> <p>- Sound waves</p>
	Oral Language	<p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <p>a) Participate in and contribute to discussions across content areas.</p> <p>b) Organize information to present in reports of group activities.</p> <p>c) Summarize information gathered in group activities.</p> <p>d) Communicate new ideas to others.</p> <p>e) Demonstrate the ability to collaborate with diverse teams.</p> <p>f) Demonstrate the ability to work independently.</p>	<p>PRIOR</p> <p>The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.</p>	<p>Socratic Seminar</p>	<p>Socratic Seminar Topics:</p> <p>-Which would be the best region to settle in and why?</p> <p>- Is it ever okay to break the law? Why or why not? (Guide conversation towards colonists revolting against England)</p>

		<p>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</p> <p>e) Determine appropriate content for audience.</p> <p>f) Organize content sequentially around major ideas.</p> <p>g) Summarize main points as they relate to main idea or supporting details.</p>			
<p>Week 8</p> <p>12/7 - 12/11</p> <p>FICTION/NON - FICTION</p>	Reading	<p>5.3 The student will learn how media messages are constructed and for what purposes.</p> <p>a) Differentiate between auditory, visual, and written media messages.</p> <p>b) Identify the characteristics and effectiveness of a variety of media messages.</p>	<p>PRIOR</p> <p>The student will learn how media messages are constructed and for what purposes. a) Differentiate between auditory, visual, and written media messages. b) Identify the characteristics of various media messages.</p> <p>POST</p> <p>Analyze details for relevance and accuracy.</p>	<p>Auditory</p> <p>Visual</p> <p>Media messages</p> <p>Effectiveness</p>	<p>Create commercials/propaganda using effective media techniques in order to persuade an audience on any of the following topics:</p> <p>-3 regions</p> <p>- 13 American colonies</p> <p>- Sound waves</p>
	Writing PERSUASIVE (1st of 2 weeks)	<p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.</p> <p>a) Identify intended audience. R</p> <p>b) Uses a variety of prewriting strategies. AP</p> <p>c) Organize information to convey a central idea. U</p> <p>d) Write a clear topic sentence focusing on the main idea. C</p> <p>e) Write multi paragraph compositions. C</p> <p>i) Included supporting details that elaborate the main idea. C</p>	<p>PRIOR-</p> <p>Differentiate pictures from writing.</p> <p>Use available technology for reading and writing.</p> <p>Generate ideas.</p> <p>Focus on one topic.</p> <p>Identify intended audience.</p> <p>Use a variety of prewriting strategies.</p> <p>Write a clear topic sentence focusing on the main idea.</p> <p>Write a paragraph on the same topic.</p> <p>Use strategies for organization of information and elaboration according to the type of writing.</p> <p>Include details that elaborate the main idea.</p> <p>Recognize different modes of writing have different patterns of organization.</p> <p>Write two or more paragraphs on the same topic.</p> <p>Utilize elements of style, including word choice and sentence variation.</p> <p>POST-</p> <p>Write multi paragraph compositions.</p> <p>Compose a topic sentence or thesis statement if appropriate.</p> <p>Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.</p>	<p>Descriptive</p> <p>Audience</p> <p>Prewriting</p> <p>Topic Sentence</p> <p>Supporting Detail</p>	<p>Write a persuasive commercial/piece of media about the following topics:</p> <p>-3 regions</p> <p>- 13 American colonies</p> <p>- Sound waves</p>
	*End of Quarter Research (1st of 2 weeks)	<p>5.9 The student will find, evaluate, and select appropriate resources for a research product.</p> <p>a) Construct questions about a topic.. C</p> <p>b) Collect information from multiple resources including online, print, and media. R</p>	<p>PRIOR</p> <p>Use available technology for reading and writing.</p> <p>Ask and answer questions about what is read.</p> <p>Set a purpose for reading.</p> <p>Use reference materials.</p> <p>Draw conclusions based on text.</p> <p>Summarize major points found in nonfiction texts.</p>	<p>Multigenre</p> <p>research project</p> <p>Guiding Question</p> <p>Evaluate</p> <p>Synthesize</p> <p>Media.</p>	<p>Students choose a topic to research and present findings using a multimedia presentation that include all 4 types</p>

		c) Use technology as a tool to research, organize, evaluate, and communicate information. AP	<p>Recognize that different modes of writing have different patterns of organization. Write a clear topic sentence focusing on the main idea. Demonstrate comprehension of information in reference material.</p> <p>POST Use information in text to draw conclusions and make inferences. Write multi paragraph compositions. Compose a topic sentence or thesis statement if appropriate. Compare and contrast information about one topic, which may be contained in different selections.</p>		<p>of writing and persuasive media component*</p> <p>* (not included in below examples).</p> <p>Topics: - Revolutionary War - Famous Virginians - Famous Inventions - 50 states</p> <p>- Student A's multigenre research project (task: research a person who was influential in the Revolutionary War)</p> <p>- Student B's project (same prompt) - Research project rubric - Lesson plans for multigenre research project (first of 2 or 3 weeks)</p>
	Spiraling Grammar (1st of 2 weeks)	<p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <p>i) Eliminate double negatives.</p>	<p>PRIOR Eliminate double negatives.</p> <p>POST Eliminate double negatives. (This is taught through 6th grade.)</p>	Double negatives	<p>Identify various elements of grammar using nonfiction books pertaining to:</p> <p>-3 regions - 13 American colonies - Sound waves</p>
	Oral Language	<p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <p>a) Participate in and contribute to discussions across content areas. b) Organize information to present in reports of group activities. c) Summarize information gathered in group activities.</p>	<p>PRIOR The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related</p>	Multigenre research project presentations	<p>Options for presenting presentations:</p> <p>- gallery walk within class - gallery walk between 5th grade classes - share google slide presentations with partner students and ask</p>

		<p>d) Communicate new ideas to others.</p> <p>e) Demonstrate the ability to collaborate with diverse teams.</p> <p>f) Demonstrate the ability to work independently.</p> <p>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</p> <p>e) Determine appropriate content for audience.</p> <p>f) Organize content sequentially around major ideas.</p> <p>g) Summarize main points as they relate to main idea or supporting details.</p> <p>h) Incorporate visual media to support the presentation.</p> <p>i) Use language and style appropriate to the audience, topic, and purpose.</p>	<p>information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.</p>		for critiques and feedback)
<p>Week 9</p> <p>12/14 - 12/18</p> <p>FICTION/NON-FICTION</p> <p>Writing Prompt</p> <p>MAP Testing</p> <p>Review</p>	Reading	<p>5.3 The student will learn how media messages are constructed and for what purposes.</p> <p>a) Differentiate between auditory, visual, and written media messages.</p> <p>b) Identify the characteristics and effectiveness of a variety of media messages.</p>	<p>PRIOR</p> <p>The student will learn how media messages are constructed and for what purposes. a) Differentiate between auditory, visual, and written media messages. b) Identify the characteristics of various media messages.</p> <p>POST</p> <p>Analyze details for relevance and accuracy.</p>	<p>Auditory</p> <p>Visual</p> <p>Media messages</p> <p>Effectiveness</p>	<p>Create commercials/propaganda using effective media techniques in order to persuade an audience on any of the following topics:</p> <p>-3 regions</p> <p>- 13 American colonies</p> <p>- Sound waves</p>
	<p>Writing</p> <p>PERSUASIVE</p> <p>(2nd of 2 weeks)</p>	<p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.</p> <p>e) Write multi paragraph compositions. C</p> <p>f) Use precise and descriptive vocabulary to create tone and voice. AP</p> <p>g) Vary sentence structure by using transition words. AP</p> <p>i) Include supporting details that elaborate the main idea. C</p> <p>h) Revise for clarity of content using specific vocabulary and information. AP</p>	<p>PRIOR</p> <p>Write a clear topic sentence focusing on the main idea. Write a paragraph on the same topic. Use strategies for organization of information and elaboration according to the type of writing. Include details that elaborate the main idea. Recognize different modes of writing have different patterns of organization. Write two or more paragraphs on the same topic. Utilize elements of style, including word choice and sentence variation. Use transition words for sentence variety.</p> <p>POST</p> <p>Write multi paragraph compositions. Select vocabulary and information to enhance the central idea, tone, and voice. Expand and embed ideas by using modifiers, standard</p>	<p>Tone</p> <p>Voice</p> <p>Persuasive</p> <p>Transition</p> <p>Elaborate</p> <p>Clarity</p>	<p>Write a persuasive commercial/piece of media about the following topics:</p> <p>-3 regions</p> <p>- 13 American colonies</p> <p>- Sound waves</p>

		<p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <p>h) edit for fragments and run-on sentences. AP</p> <p>i) Eliminate double negatives. AP</p> <p>j) Use correct spelling of commonly used words. AP</p>	coordination, subordination in complete sentences.		
	*End of Quarter Research (2nd of 2 weeks)	<p>5.9 The student will find, evaluate, and select appropriate resources for a research product.</p> <p>d. Organize information presented on charts, maps, and graphs. U</p> <p>e. Develop notes that include important concepts, summaries, and identification of information sources. C</p>	<p>PRIOR</p> <p>Use available technology for reading and writing. Ask and answer questions about what is read. Set a purpose for reading. Use reference materials. Draw conclusions based on text. Summarize major points found in nonfiction texts. Recognize that different modes of writing have different patterns of organization. Write a clear topic sentence focusing on the main idea. Demonstrate comprehension of information in reference material.</p> <p>POST</p> <p>Use information in text to draw conclusions and make inferences. Write multiparagraph compositions. Compose a topic sentence or thesis statement if appropriate. Compare and contrast information about one topic, which may be contained in different selections</p>	<p>Multigenre research project Guiding Question Evaluate Synthesize Media</p>	Continue creating multigenre research project (above)
	Spiraling Grammar (2nd of 2 weeks)	<p>*Spiral skills as needed</p> <p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <p>a) Use plural possessives. d) Use apostrophes in contractions and possessives.</p> <p>b) Use adjective and adverb comparisons.</p> <p>c) Identify and use interjections. k) Identify and use conjunctions.</p> <p>e) Use quotation marks with dialogue. f) Use commas to indicate interrupters.</p>		<p>Plural possessives apostrophes contractions adjectives adverbs interjections quotation marks dialogue interrupters hyphen fragments run on sentences double negatives</p>	<p>Identify various elements of grammar using nonfiction books pertaining to:</p> <p>-3 regions - 13 American colonies - Sound waves</p>

		<p>g) Use a hyphen to divide words at the end of a line.</p> <p>h) Edit for fragments and run-on sentences.</p> <p>j) Use correct spelling of commonly used words.</p> <p>i) Eliminate double negatives.</p>			
	Oral Language	<p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <p>a) Participate in and contribute to discussions across content areas.</p> <p>b) Organize information to present in reports of group activities.</p> <p>c) Summarize information gathered in group activities.</p> <p>d) Communicate new ideas to others.</p> <p>e) Demonstrate the ability to collaborate with diverse teams.</p> <p>f) Demonstrate the ability to work independently.</p> <p>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</p> <p>e) Determine appropriate content for audience.</p> <p>f) Organize content sequentially around major ideas.</p> <p>g) Summarize main points as they relate to main idea or supporting details.</p> <p>h) Incorporate visual media to support the presentation.</p> <p>i) Use language and style appropriate to the audience, topic, and purpose.</p>	<p>PRIOR</p> <p>The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.</p>	Multigenre research project presentations	<p>Options for presenting presentations:</p> <ul style="list-style-type: none"> - gallery walk within class - gallery walk between 5th grade classes - share google slide presentations wither partner students and ask for critiques and feedback)
Week 10 12/21 - 12/25	Reading	Spiral Review (review skills previously taught that are need specific to your class)		Auditory Visual	Create commercials/propa

<p>(2 day week - Christmas break) Spiral Review</p> <p>Writing Prompt MAP Testing Review</p>				Media messages Effectiveness	<p>ganda using effective media techniques in order to persuade an audience on any of the following topics:</p> <p>-3 regions - 13 American colonies - Sound waves</p>
	Writing	Present research and/or media products		Tone Voice Persuasive Transition Elaborate Clarity	<p>Write a persuasive commercial/piece of media about the following topics:</p> <p>-3 regions - 13 American colonies - Sound waves</p>
	*End of Quarter Research	Present research and/or media products		Multigenre research project Guiding Question Evaluate Synthesize Media	Continue creating multigenre research project (above)
	Grammar	<p><i>*Spiral skills as needed</i></p> <p>5.8 The student will edit writing for correct grammar, capitalization, spelling,punctuation, sentence structure, and paragraphing.</p> <p>a) Use plural possessives.</p> <p>d) Use apostrophes in contractions and possessives.</p> <p>b) Use adjective and adverb comparisons.</p> <p>c) Identify and use interjections.</p> <p>k) Identify and use conjunctions.</p> <p>e) Use quotation marks with dialogue.</p> <p>f) Use commas to indicate interrupters.</p> <p>g) Use a hyphen to divide words at the end of a line.</p> <p>h) Edit for fragments</p>		Plural possessives apostrophes contractions adjectives adverbs interjections quotation marks dialogue interrupters hyphen fragments run on sentences double negatives	<p>Identify various elements of grammar using nonfiction books pertaining to:</p> <p>-3 regions - 13 American colonies - Sound waves</p>

		<p>and run-on sentences. j) Use correct spelling of commonly used words.</p> <p>i) Eliminate double negatives.</p>			
	Oral Language	<p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <p>a) Participate in and contribute to discussions across content areas.</p> <p>b) Organize information to present in reports of group activities.</p> <p>c) Summarize information gathered in group activities.</p> <p>d) Communicate new ideas to others.</p> <p>e) Demonstrate the ability to collaborate with diverse teams.</p> <p>f) Demonstrate the ability to work independently.</p> <p>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</p> <p>e) Determine appropriate content for audience.</p> <p>f) Organize content sequentially around major ideas.</p> <p>g) Summarize main points as they relate to main idea or supporting details.</p> <p>h) Incorporate visual media to support the presentation.</p> <p>i) Use language and style appropriate to the audience, topic, and purpose.</p>	<p>PRIOR</p> <p>The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.</p>	Multigenre research project presentations	<p>Options for presenting presentations:</p> <ul style="list-style-type: none"> - gallery walk within class - gallery walk between 5th grade classes - share google slide presentations with partner students and ask for critiques and feedback)

Greene County Public Schools
5th Grade Language Arts Pacing Guide 2015-2016 Quarter 3
Bloom's key: R=Remember, U=Understand, AP=Apply. AN=Analyze, E=Evaluate, C=Create

Time/Dates/ Testing Windows	SOL/ Strand	Objective/Content/Essential Questions/Cognitive Level	Vertical Alignment	Vocabulary	Cross-curricular Connections
Week 1 1/5 - 1/8	Review/Reading	<p>5.4 The student will expand vocabulary when reading.</p> <p style="padding-left: 40px;">d) Identify an author's use of figurative language.</p> <p>*5.4 The student will expand vocabulary when reading.</p> <p style="padding-left: 40px;">c) Use knowledge of roots, suffixes, and prefixes</p> <p>*Continue to spiral throughout the year</p>	<p>PRIOR</p> <p>Review prefixes:</p> <p>3rd Grade Prefixes: ex, dis, un, re, mis, non, pre</p> <p>4th Grade Prefixes: non, over, de, under, bi, tri, quad, oct</p> <p>Review suffixes:</p> <p>3rd Grade Suffixes: -ly, -ful, -less, -able, -tion, -ness, -ment</p> <p>4th grade Suffixes: -er, -or, -ment, -ition, -ation, -ion, -sion, -en, -al, -ial</p> <p>Review roots:</p> <p>3rd Grade Roots: bio, graph, phone, scope</p> <p>4th Grade Roots: rupt, terra, geo, photo, tract, meter, metr</p> <p>POST</p> <p>5th Grade Roots: (ject, struct, vis, vid, jur / juris, log / logue, path, ast / astr, mit, audi, dict, max(i), port, phobia / phobic / phobe, scrib / script, gram</p> <p>5th Grade Prefixes: semi, super, multi, poly, tele, inter, mid, sub, deca/deci, kilo, milli/mille, centi, en/em, fore, anti, auto</p> <p>5th Grade Suffixes: -ible, -ian, -an, -ship, -ist, -logy/-ology, -ism, -ence/-ance,</p>	<p>figurative language</p> <p>prefixes</p> <p>roots</p> <p>suffixes</p>	<p>Read and analyze poetry relating to:</p> <ul style="list-style-type: none"> - Lig ht - So und - Am erican Revolution - Ver tebrates/Inve rebrates - Co nstitution - Bra nches of Gov't

	Writing POETRY/ NARRATIVE (1st of 2 weeks)	<p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade</p> <p>a) Identify intended audience. R b) Uses a variety of prewriting strategies. AP c) Organize information to convey a central idea. U d) Write a clear topic sentence focusing on the main idea. C</p> <p>5.7g Vary sentence structure by using transition words</p>	<p>PRIOR- Differentiate pictures from writing. Use available technology for reading and writing. Generate ideas. Focus on one topic. Identify intended audience. Use a variety of prewriting strategies. Write a clear topic sentence focusing on the main idea. Write a paragraph on the same topic. Use strategies for organization of information and elaboration according to the type of writing. Include details that elaborate the main idea. Recognize different modes of writing have different patterns of organization. Write two or more paragraphs on the same topic. Utilize elements of style, including word choice and sentence variation.</p> <p>POST- Write multiparagraph compositions. Compose a topic sentence or thesis statement if appropriate. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.</p>	<p>Describe, Inform, Explain, Persuade</p> <p>Prewriting</p> <p>Audience</p> <p>Main/Central idea</p> <p>Topic Sentence</p> <p>Sentence Structure</p> <p>Transition Words</p>	<p>Write poetry or narrative essay from the perspective of/about:</p> <p>- Lig ht - So und - Am erican Revolution - Ver tebrates/Inve rtebrates - Co nstitution - Bra nches of Gov't</p>
	Spiraling Grammar (1st of 2 weeks)	<p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <p>j) Use correct spelling of commonly used words.</p>	<p>PRIOR Use correct spelling for commonly used sight words and phonetically regular words in final copies. Use complete sentences.</p>	<p>grammar</p> <p>punctuation</p>	<p>Identify various elements of grammar using nonfiction books pertaining to:</p> <p>- Lig ht - So und - Am erican Revolution - Ver tebrates/Inve rtebrates - Co nstitution - Bra nches of Gov't</p>
	Oral Language	<p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <p>a) Participate in and contribute to discussions across content areas.</p>	<p>PRIOR The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate</p>	<p>Oral presentation</p> <p>Audience</p> <p>Enunciation</p> <p>Gestures</p> <p>Facial expressions</p> <p>Purpose</p> <p>Organize</p> <p>Clarify</p> <p>Active Listening</p>	<p>All subject areas: Partner presentations Group presentations Whole class presentations</p>

			with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.	Constructive Feedback	
Week 2 1/11 - 1/15 FICTION	Reading	5.4 The student will expand vocabulary when reading. d) Identify an author's use of figurative language.	PRIOR This is a new skill for 5th grade. POST Describe how word choice and imagery contribute to the meaning of a text. Explain the use of symbols and figurative language.	figurative language	Read and analyze poetry relating to: - Lig ht - So und - Am erican Revolution - Ver tebrates/Inve rtebrates - Co nstitution - Bra nches of Gov't
	Writing POETRY/ NARRATIVE (2nd of 2 weeks)	5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. e) Write multiparagraph compositions. C f) Use precise and descriptive vocabulary to create tone and voice. AP g) Vary sentence structure by using transition words. AP h) Revise for clarity of content using specific vocabulary and information. AP i) Include supporting details that elaborate the main idea. C	PRIOR- Differentiate pictures from writing. Use available technology for reading and writing. Generate ideas. Focus on one topic. Identify intended audience. Use a variety of prewriting strategies. Write a clear topic sentence focusing on the main idea. Write a paragraph on the same topic. Use strategies for organization of information and elaboration according to the type of writing. Include details that elaborate the main idea. Recognize different modes of writing have different patterns of organization. Write two or more paragraphs on the same topic. Utilize elements of style, including word choice and sentence variation. POST- Write multiparagraph compositions. Compose a topic sentence or thesis statement if appropriate. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	Multiparagraph Tone Voice Transition words Revise Edit Supporting Details	(continued) Write poetry or narrative essay from the perspective of/about: - Lig ht - So und - Am erican Revolution - Ver tebrates/Inve rtebrates - Co nstitution - Bra nches of Gov't
	Spiraling Grammar (2nd of 2 weeks)	5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. k) identify and use conjunctions	PRIOR Use apostrophes in singular possessives. Use apostrophes in contractions, possessives, and plurals. Use singular possessives. POST	Conjunctions	Identify various elements of grammar using nonfiction books pertaining to: - Light - Sound

			Use apostrophes in contractions, possessives, and plurals. Use plural possessives.		<ul style="list-style-type: none"> - American Revolution - Vertebrates/Invertebrates - Constitution - Branches of Gov't
	Oral Language	<p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <p>b) Organize information to present in reports of group activities.</p>	<p>PRIOR</p> <p>The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.</p>	<p>Oral presentation</p> <p>Audience</p> <p>Enunciation</p> <p>Gestures</p> <p>Facial expressions</p> <p>Purpose</p> <p>Organize</p> <p>Clarify</p> <p>Active Listening</p> <p>Constructive</p> <p>Feedback</p>	<p>All subject areas:</p> <p>Partner presentations</p> <p>Group presentations</p> <p>Whole class presentations</p>
<p>Week 3</p> <p>1/18 - 1/22</p> <p>(4 day week: MLK Day)</p> <p>FICTION</p>	<p>Reading</p> <p>5.4d</p> <p>5.6i</p>	<p>5.4 The student will expand vocabulary when reading.</p> <p>d) Identify an author's use of figurative language.</p> <p>5.5 The student will read and demonstrate comprehension of fictional texts, narrative</p> <p>e) Describe how an author's choice of vocabulary contributes to the author's style.</p>	<p>PRIOR</p> <p>This is a new skill for 5th grade.</p> <p>POST</p> <p>Describe how word choice and imagery contribute to the meaning of a text.</p> <p>Explain the use of symbols and figurative language.</p> <p>PRIOR</p> <p>Identify and author's purpose.</p> <p>POST</p> <p>Describe how word choice and imagery contribute to the meaning of a text.</p>	<p>Figurative Language</p> <p>Author's style</p> <p>Author's word choice</p>	<p>Read and analyze fiction texts (focusing on author's word choice) relating to:</p> <ul style="list-style-type: none"> - Light - Sound - American Revolution - Vertebrates/Invertebrates - Constitution - Branches of Gov't
	Writing DESCRIPTIVE (1st of 2 weeks)	<p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade</p> <p>a) Identify intended audience. R</p> <p>b) Uses a variety of prewriting strategies. AP</p> <p>c) Organize information to convey a central idea. U</p> <p>d) Write a clear topic sentence focusing on the main idea. C</p>	<p>PRIOR</p> <p>Write a clear topic sentence focusing on the main idea.</p> <p>Write a paragraph on the same topic.</p> <p>Use strategies for organization of information and elaboration according to the type of writing.</p> <p>Include details that elaborate the main idea.</p> <p>Recognize different modes of writing have different patterns of organization.</p> <p>Write two or more paragraphs on the same topic.</p> <p>Utilize elements of style, including word choice and sentence variation.</p> <p>Use transition words for sentence variety.</p> <p>POST</p>	<p>Describe, Inform, Explain, Persuade</p> <p>Prewriting</p> <p>Audience</p> <p>Main/Central idea</p> <p>Topic Sentence</p> <p>Sentence Structure</p>	<p>Write a descriptive essay relating to:</p> <ul style="list-style-type: none"> - Light - Sound - American Revolution - Vertebrates/Invertebrates - Constitution

			Write multi paragraph compositions. Select vocabulary and information to enhance the central idea, tone, and voice. Expand and embed ideas by using modifiers, standard coordination, subordination in complete sentences.	Transition Words	- Branches of Gov't
	Spiraling Grammar (1st of 2 weeks)	5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. a) use plural possessives d) use apostrophes in contractions and possessives	PRIOR Use singular and plural nouns and pronouns. Use singular possessives. Use apostrophes in contractions, possessives, and plurals. POST Use plural possessives.	Plural Possessives Apostrophes Contractions	Identify various elements of grammar using nonfiction books pertaining to: - Light - Sound - American Revolution - Vertebrates/Invertebrates - Constitution - Branches of Gov't
	Oral Language	5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities. c) Summarize information gathered in group activities.	PRIOR The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.	Oral presentation Audience Enunciation Gestures Facial expressions Purpose Organize Clarify Active Listening Constructive Feedback	All subject areas: Partner presentations Group presentations Whole class presentations
Week 4 1/25 - 1/29 NON-FICTION	Reading	review/reteach 5.6 The student will read and demonstrate comprehension of nonfiction texts. a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts. AP c) Skim materials to develop a general overview of content and to locate specific information. AP	PRIOR- Identify text features specific to the topic, such as title, heading, and pictures. Relate previous experience to what is read. Describe the relationship between text and previously read materials. POST Use information in text to draw conclusions and make inferences. Identify the author's organizational pattern.	Text organization Headings Graphics Digital/Print text Skim	Read Nonfiction books relation to the following concepts and identify headings, graphics, captions. - Light - Sound - American Revolution - Vertebrates/Invertebrates - Constitution - Branches of Gov't
	Writing DESCRIPTIVE	5.7 The student will write for a variety of purposes: to describe, to inform, to	PRIOR- Differentiate pictures from writing.	Multiparagraph Tone	(continued) Write a descriptive essay

	(2nd of 2 weeks)	entertain, to explain, and to persuade. e) Write multi paragraph compositions. C f) Use precise and descriptive vocabulary to create tone and voice. AP g) Vary sentence structure by using transition words. AP h) Revise for clarity of content using specific vocabulary and information. AP i) Include supporting details that elaborate the main idea. C	Use available technology for reading and writing. Generate ideas. Focus on one topic. Identify intended audience. Use a variety of prewriting strategies. Write a clear topic sentence focusing on the main idea. Write a paragraph on the same topic. Use strategies for organization of information and elaboration according to the type of writing. Include details that elaborate the main idea. Recognize different modes of writing have different patterns of organization. Write two or more paragraphs on the same topic. Utilize elements of style, including word choice and sentence variation. POST- Write multi paragraph compositions. Compose a topic sentence or thesis statement if appropriate. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	Voice Transition words Revise Edit Supporting Details	relating to: - Lig ht - So und - Am erican Revolution - Ver tebrates/Inve rtebrates - Co nstitution - Bra nches of Gov't
	Spiraling Grammar (2nd of 2 weeks)	5.8 The student will edit writing for correct grammar, capitalization, spelling,punctuation, sentence structure, and paragraphing. e)use quotation marks with dialogue	No prior - these are new skills to 5th grade. POST Use commas to indicate interrupters. Use conjunctions.	Quotation marks Dialogue	Identify various elements of grammar using nonfiction books pertaining to: - Light - Sound - American Revolution - Vertebrates/Invert ebrates - Constitution - Branches of Gov't
	Oral Language	5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities. d) Communicate new ideas to others.	PRIOR The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.	Oral presentation Audience Enunciation Gestures Facial expressions Purpose Organize Clarify Active Listening Constructive Feedback	All subject areas: Partner presentations Group presentations Whole class presentations

<p>Week 5 2/1 - 2/5 NON- FICTION</p>	<p>Reading</p>	<p>5.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>f) Identify structural patterns found in nonfiction. R</p> <p>5.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>h) Identify cause and effect pattern. R</p>	<p>PRIOR- Identify text features specific to the topic, such as title, heading, and pictures. Identify the problem and solution. Identify the author's purpose.</p> <p>POST Use information in text to draw conclusions and make inferences. Identify the author's organizational pattern. Identify cause and effect relationships.</p>	<p>Text structure Fiction Nonfiction Cause and Effect</p>	<p>Read and analyze fiction texts (focusing on author's word choice) relating to:</p> <ul style="list-style-type: none"> - Lig ht - So und - Am erican Revolution - Ver tebrates/Inve rebrates - Co nstitution - Bra nches of Gov't
	<p>Writing INFORMATIONAL (1st of 2 weeks)</p>	<p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade</p> <p>a) Identify intended audience. R</p> <p>b) Uses a variety of prewriting strategies. AP</p> <p>c) Organize information to convey a central idea. U</p> <p>d) Write a clear topic sentence focusing on the main idea. C</p>	<p>PRIOR Write a clear topic sentence focusing on the main idea. Write a paragraph on the same topic. Use strategies for organization of information and elaboration according to the type of writing. Include details that elaborate the main idea. Recognize different modes of writing have different patterns of organization. Write two or more paragraphs on the same topic. Utilize elements of style, including word choice and sentence variation. Use transition words for sentence variety.</p> <p>POST Write multi paragraph compositions. Select vocabulary and information to enhance the central idea, tone, and voice. Expand and embed ideas by using modifiers, standard coordination, subordination in complete sentences.</p>	<p>Describe, Inform, Explain, Persuade</p> <p>Prewriting</p> <p>Audience</p> <p>Main/Central idea</p> <p>Topic Sentence</p> <p>Sentence Structure</p> <p>Transition Words</p>	<p>Write an informational essay relating to:</p> <ul style="list-style-type: none"> - Lig ht - So und - Am erican Revolution - Ver tebrates/Inve rebrates - Co nstitution - Bra nches of Gov't
	<p>Spiraling Grammar (1st of 2 weeks)</p>	<p>5.8 The student will edit writing for correct grammar, capitalization, spelling,punctuation, sentence structure, and paragraphing.</p> <p>a) use plural possessives</p> <p>d) use apostrophes in apostrophes and possessives</p> <p>i) eliminate double negatives</p>	<p>PRIOR Use singular and plural nouns and pronouns. Use singular possessives. Use apostrophes in contractions, possessives, and plurals.</p> <p>POST Use plural possessives.</p>	<p>Plural possessives</p> <p>Apostrophes</p> <p>Double Negatives</p>	<p>Identify various elements of grammar using nonfiction books pertaining to:</p> <ul style="list-style-type: none"> - Light - Sound - American Revolution - Vertebrates/Invert ebrates - Constitution - Branches of Gov't

	Oral Language	<p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <p>e) Demonstrate the ability to collaborate with diverse teams.</p>	<p>PRIOR The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.</p>	<p>Oral presentation Audience Enunciation Gestures Facial expressions Purpose Organize Clarify Active Listening Constructive Feedback</p>	<p>All subject areas: Partner presentations Group presentations Whole class presentations</p>
<p>Week 6 2/8 - 2/12 (4 Day week: Winter Break starts 2/12) FICTION</p>	Reading	<p>5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.</p> <p>a) Describe the relationship between text and previously read materials. R</p> <p>b) Describe character development. R</p> <p>j) Identify cause and effect relationships. R</p>	<p>PRIOR Relate previous experiences to what is read. Make predictions.. Summarize major points. Describe the relationship between text and previously read materials.</p> <p>Discuss characters, setting, and important events.</p> <p>Identify problem and solution.</p> <p>POST Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.</p>	<p>Cause and Effect Character Development</p>	<p>Analyze nonfiction text and identify text structure of texts relating to:</p> <ul style="list-style-type: none"> - Lig ht - So und - Am erican Revolution - Ver tebrates/Inve rtebrates - Co nstitution - Bra nches of Gov't
	Writing INFORMATIONAL (2nd of 2 weeks)	<p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.</p> <p>e) Write multi paragraph compositions. C</p> <p>f) Use precise and descriptive vocabulary to create tone and voice. AP</p> <p>g) Vary sentence structure by using transition words. AP</p> <p>h) Revise for clarity of content using specific vocabulary and information. AP</p> <p>i) Include supporting details that elaborate the main idea. C</p>	<p>PRIOR- Differentiate pictures from writing. Use available technology for reading and writing. Generate ideas. Focus on one topic. Identify intended audience. Use a variety of prewriting strategies. Write a clear topic sentence focusing on the main idea. Write a paragraph on the same topic. Use strategies for organization of information and elaboration according to the type of writing. Include details that elaborate the main idea. Recognize different modes of writing have different patterns of organization. Write two or more paragraphs on the same topic. Utilize elements of style, including word choice and sentence variation.</p> <p>POST- Write multi paragraph compositions. Compose a topic sentence or thesis statement if</p>	<p>Multiparagraph Tone Voice Transition words Revise Edit Supporting Details</p>	<p>(continued) Write an informational essay relating to:</p> <ul style="list-style-type: none"> - Lig ht - So und - Am erican Revolution - Ver tebrates/Inve rtebrates - Co nstitution - Bra nches of Gov't

			appropriate. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.		
	Spiraling Grammar (2nd of 2 weeks)	5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. g) Use a hyphen to divide words at the end of a line. b) use adjective and adverb comparisons	No prior - this is a new skill to 5th grade. POST Use hyphens to divide words at the end of a line.	Hyphen Adjective/Adverb	Identify various elements of grammar using nonfiction books pertaining to: - Light - Sound - American Revolution - Vertebrates/Invertebrates - Constitution - Branches of Gov't
	Oral Language	5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities. f) Demonstrate the ability to work independently.	PRIOR The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.	Oral presentation Audience Enunciation Gestures Facial expressions Purpose Organize Clarify Active Listening Constructive Feedback	All subject areas: Partner presentations Group presentations Whole class presentations
Winter Break: 2/12 - 2/16 Week 7 2/15 - 2/19 (3 day week: Winter break) NON- FICTION	Reading	5.6 The student will read and demonstrate comprehension of nonfiction texts. j) Identify, compare, and contrast relationships. * Include: Chronological, Problem/Solution, Descriptive	PRIOR Summarize the major points found in non-fiction texts. POST Compare and contrast information about one topic, which may be contained in different selections.	Compare and Contrast Chronological Problem/Solution Descriptive	Analyze nonfiction text and identify text structure of texts relating to: - Light - Sound - American Revolution - Vertebrates/Invertebrates - Constitution - Branches of Gov't

	Writing INFORMATIONAL (1st of 2 weeks)	<p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade</p> <p>a) Identify intended audience. R b) Uses a variety of prewriting strategies. AP c) Organize information to convey a central idea. U d) Write a clear topic sentence focusing on the main idea. C</p> <p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <p>h) edit for fragments and run-on sentences. AP i) Eliminate double negatives. AP j) Use correct spelling of commonly used words. AP</p>	<p>PRIOR Write a clear topic sentence focusing on the main idea. Write a paragraph on the same topic. Use strategies for organization of information and elaboration according to the type of writing. Include details that elaborate the main idea. Recognize different modes of writing have different patterns of organization. Write two or more paragraphs on the same topic. Utilize elements of style, including word choice and sentence variation. Use transition words for sentence variety.</p> <p>POST Write multi paragraph compositions. Select vocabulary and information to enhance the central idea, tone, and voice. Expand and embed ideas by using modifiers, standard coordination, subordination in complete sentences.</p>	<p>Describe, Inform, Explain, Persuade</p> <p>Prewriting</p> <p>Audience</p> <p>Main/Central idea</p> <p>Topic Sentence</p> <p>Sentence Structure</p> <p>Transition Words</p>	<p>Write informational essays (research project) relating to:</p> <ul style="list-style-type: none"> - Light - Sound - American Revolution - Vertebrates/Invertebrates - Constitution - Branches of Gov't
	Spiraling Grammar (1st of 2 weeks)	<p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <p>h) Edit for fragments and run-on sentences. e) use quotation marks with dialogue</p>	<p>PRIOR Use correct spelling for commonly used sight words and phonetically regular words in final copies. Use complete sentences.</p> <p>POST Edit for fragments and run-ons.</p>	<p>Fragments</p> <p>Run-on sentences</p> <p>Quotation marks</p> <p>Dialogue</p>	<p>Identify various elements of grammar using nonfiction books pertaining to:</p> <ul style="list-style-type: none"> - Light - Sound - American Revolution - Vertebrates/Invertebrates - Constitution - Branches of Gov't
	Oral Language (Review 5.1)	<p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <p>a) Participate in and contribute to discussions across content areas. b) Organize information to present in reports of group activities. c) Summarize information gathered in group activities. d) Communicate new ideas to others. e) Demonstrate the ability to collaborate with diverse teams. f) Demonstrate the ability to work independently.</p>	<p>PRIOR The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.</p>	<p>Socratic Seminar</p> <p>Oral presentation</p> <p>Audience</p> <p>Enunciation</p> <p>Gestures</p> <p>Facial expressions</p> <p>Purpose</p> <p>Organize</p> <p>Clarify</p> <p>Active Listening</p> <p>Constructive Feedback</p>	<p>Socratic Seminar Topics:</p> <ul style="list-style-type: none"> - Light - Sound - American Revolution - Vertebrates/Invertebrates - Constitution - Branches of Gov't
Week 8 2/22 - 2/26	Reading	REVIEW 5.6 The student will read and demonstrate	PRIOR Summarize the major points found in non-fiction texts.	Text Structures Cause/Effect	Analyze nonfiction text and identify text

FICTION/NON-FICTION		<p>comprehension of nonfiction texts. k) Identify new information gained from reading.</p> <p><i>Cause/Effect, Compare/Contrast/Chronological/Problem/Solution/Descriptive</i></p>	<p>POST</p> <p>Skim materials to develop a general overview of content and to locate specific information. Use information in text to draw conclusions and make inferences.</p>	<p>Compare/Contrast Chronological Problem/Solution Descriptive</p>	<p>structure of texts relating to:</p> <ul style="list-style-type: none"> - Lig ht - So und - Am erican Revolution - Ver tebrates/Inve rebrates - Co nstitution - Bra nches of Gov't
	Writing INFORMATIONAL (2nd of 2 weeks)	<p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.</p> <p>e) Write multiparagraph compositions. C</p> <p>f) Use precise and descriptive vocabulary to create tone and voice. AP</p> <p>g) Vary sentence structure by using transition words. AP</p> <p>h) Revise for clarity of content using specific vocabulary and information. AP</p> <p>i) Include supporting details that elaborate the main idea. C</p>	<p>PRIOR-</p> <p>Differentiate pictures from writing. Use available technology for reading and writing. Generate ideas. Focus on one topic. Identify intended audience. Use a variety of prewriting strategies. Write a clear topic sentence focusing on the main idea. Write a paragraph on the same topic. Use strategies for organization of information and elaboration according to the type of writing. Include details that elaborate the main idea. Recognize different modes of writing have different patterns of organization. Write two or more paragraphs on the same topic. Utilize elements of style, including word choice and sentence variation.</p> <p>POST-</p> <p>Write multi paragraph compositions. Compose a topic sentence or thesis statement if appropriate. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.</p>	<p>Multiparagraph Tone Voice Transition words Revise Edit Supporting Details</p>	<p>(continued) Write informational essays (research project) relating to:</p> <ul style="list-style-type: none"> - Lig ht - So und - Am erican Revolution - Ver tebrates/Inve rebrates - Co nstitution - Bra nches of Gov't
	Research (Introduce Research)	<p>5.9 The student will find, evaluate, and select appropriate resources for a research product.</p> <p>a) Construct questions about a topic.. C</p> <p>b) Collect information from multiple resources including online, print, and media. R</p> <p>c) Use technology as a tool to research, organize, evaluate, and communicate information. AP</p>	<p>PRIOR</p> <p>Use available technology for reading and writing. Ask and answer questions about what is read. Set a purpose for reading. Use reference materials. Draw conclusions based on text. Summarize major points found in nonfiction texts. Recognize that different modes of writing have different patterns of organization. Write a clear topic sentence focusing on the main idea. Demonstrate comprehension of information in reference material.</p> <p>POST</p> <p>Use information in text to draw conclusions and make</p>	<p>Multigenre research project Guiding Question Evaluate Synthesize Media.</p>	<p>Students choose a topic to research and present findings using a multimedia presentation that include all 4 types of writing and persuasive media component*</p> <p>* (not included in below examples).</p> <p>Topics:</p> <ul style="list-style-type: none"> - Lig ht - So

			<p>inferences. Write multiparagraph compositions. Compose a topic sentence or thesis statement if appropriate. Compare and contrast information about one topic, which may be contained in different selections.</p>		<p>und - Am erican Revolution - Ver tebrates/Inve rtebrates - Co nstitution - Bra nches of Gov't</p>
	Spiraling Grammar (2nd of 2 weeks)	<p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <p>c) identify and use interjections k) identify and use conjunctions f) use commas to indicate interrupters</p>	<p>PRIOR Eliminate double negatives.</p> <p>POST Eliminate double negatives. (This is taught through 6th grade.)</p>	<p>Interjections Conjunctions Commas Interrupters</p>	<p>Identify various elements of grammar using nonfiction books pertaining to:</p> <p>- Light - Sound - American Revolution - Vertebrates/Invertebrates - Constitution - Branches of Gov't</p>
	Oral Language	<p>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</p> <p>e) Determine appropriate content for audience. f) Organize content sequentially around major ideas. g) Summarize main points as they relate to main idea or supporting details. h) Incorporate visual media to support the presentation. i) Use language and style appropriate to the audience, topic, and purpose.</p>	<p>PRIOR The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.</p>	<p>Oral presentation Audience Enunciation Gestures Facial expressions Purpose Organize Clarify Active Listening Constructive Feedback</p>	<p>Options for presenting presentations:</p> <p>- gallery walk within class - gallery walk between 5th grade classes - share google slide presentations with partner students and ask for critiques and feedback)</p>
<p>Week 9 2/29 - 3/4 FICTION/NON-FICTION</p> <p>Writing Prompt MAP Testing Review</p>	Reading/Research Project (Continued)	<p>5.9 The student will find, evaluate, and select appropriate resources for a research product.</p> <p>a) Construct questions about a topic. b) Collect information from multiple resources including online, print, and media. c) Use technology as a tool to research, organize, evaluate, and communicate information. d) Organize information presented on charts, maps, and graphs. e) Develop notes that include important</p>	<p>PRIOR Use available technology for reading and writing. Ask and answer questions about what is read. Set a purpose for reading. Use reference materials. Draw conclusions based on text. Summarize major points found in nonfiction texts. Recognize that different modes of writing have different patterns of organization. Write a clear topic sentence focusing on the main idea. Demonstrate comprehension of information in reference material.</p>	<p>Research Valid resources Works Cited Plagiarism Sources</p>	<p>Analyze nonfiction text and identify text structure of texts relating to:</p> <p>- Lig ht - So und - Am erican Revolution - Ver tebrates/Inve rtebrates</p>

		<p>concepts, summaries, and identification of information sources.</p> <p>f) Give credit to sources used in research.</p> <p>g) Define the meaning and consequences of plagiarism.</p>	<p>POST</p> <p>Use information in text to draw conclusions and make inferences.</p> <p>Write multiparagraph compositions.</p> <p>Compose a topic sentence or thesis statement if appropriate.</p> <p>Compare and contrast information about one topic, which may be contained in different selections.</p> <p>Distinguish between a thesis statement and a topic sentence.</p> <p>Communicate clearly the purpose of the writing using a thesis statement where appropriate.</p> <p>Arrange paragraphs into a logical order.</p>		<p>- Co nstitution</p> <p>- Bra nches of Gov't</p>
	Writing INFORMATIONAL (Continued)	<p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade</p> <p>a) Identify intended audience. R</p> <p>b) Uses a variety of prewriting strategies. AP</p> <p>c) Organize information to convey a central idea. U</p> <p>d) Write a clear topic sentence focusing on the main idea. C</p> <p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <p>h) edit for fragments and run-on sentences. AP</p> <p>i) Eliminate double negatives. AP</p> <p>j) Use correct spelling of commonly used words. AP</p>	<p>PRIOR</p> <p>Write a clear topic sentence focusing on the main idea.</p> <p>Write a paragraph on the same topic.</p> <p>Use strategies for organization of information and elaboration according to the type of writing.</p> <p>Include details that elaborate the main idea.</p> <p>Recognize different modes of writing have different patterns of organization.</p> <p>Write two or more paragraphs on the same topic.</p> <p>Utilize elements of style, including word choice and sentence variation.</p> <p>Use transition words for sentence variety.</p> <p>POST</p> <p>Write multi paragraph compositions.</p> <p>Select vocabulary and information to enhance the central idea, tone, and voice.</p> <p>Expand and embed ideas by using modifiers, standard coordination, subordination in complete sentences.</p>	<p>Multiparagraph</p> <p>Tone</p> <p>Voice</p> <p>Transition words</p> <p>Revise</p> <p>Edit</p> <p>Supporting Details</p> <p>Elaborate</p> <p>Clarity</p>	Continue research project
	Spiraling Grammar (1st of 2 weeks)	<p><i>*Spiral skills as needed</i></p> <p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <p>a) Use plural possessives.</p> <p>b) Use adjective and adverb comparisons.</p> <p>c) Identify and use interjections.</p> <p>d) Use apostrophes in contractions and possessives.</p> <p>e) Use quotation marks with dialogue.</p> <p>f) Use commas to indicate interrupters.</p> <p>g) Use a hyphen to</p>	<p>PRIOR</p> <p>Capitalize all proper nouns and the word I.</p> <p>Use singular and plural nouns and pronouns.</p> <p>Use complete sentences.</p> <p>Use apostrophes in contractions and singular possessives, and plurals.</p> <p>Use past and present verb tense.</p> <p>Use commas in a series.</p> <p>Use subject-verb agreement.</p> <p>Eliminate double negatives.</p> <p>POST</p> <p>Use subject-verb agreement with intervening clauses and phrases.</p> <p>Use pronoun-antecedent agreement to include indefinite pronouns.</p> <p>Maintain consistent verb tense across paragraphs.</p> <p>Use quotations with dialogue.</p>	<p>Plural possessives</p> <p>apostrophes</p> <p>contractions</p> <p>adjectives</p> <p>adverbs</p> <p>interjections</p> <p>quotation marks</p> <p>dialogue</p> <p>interrupters</p> <p>hyphen</p> <p>fragments</p> <p>run on sentences</p> <p>double negatives</p>	<p>Identify various elements of grammar using nonfiction books pertaining to:</p> <p>- Light</p> <p>- Sound</p> <p>- American Revolution</p> <p>- Vertebrates/Invertebrates</p> <p>- Constitution</p> <p>- Branches of Gov't</p>

		<div>divide words at the end of a line.</div> <div>h) Edit for fragments and run-on sentences.</div> <div>i) Eliminate double negatives.</div> <div>j) Use correct spelling of commonly used words.</div> <div>k) Identify and use conjunctions.</div> <div>i) Eliminate double negatives.</div>			
	Oral Language	<div>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</div> <div>e) Determine appropriate content for audience.</div> <div>f) Organize content sequentially around major ideas.</div> <div>g) Summarize main points as they relate to main idea or supporting details.</div> <div>h) Incorporate visual media to support the presentation.</div> <div>i) Use language and style appropriate to the audience, topic, and purpose.</div>	<div>PRIOR</div> <div>The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.</div>	<div>Oral presentation</div> <div>Audience</div> <div>Enunciation</div> <div>Gestures</div> <div>Facial expressions</div> <div>Purpose</div> <div>Organize</div> <div>Clarify</div> <div>Active Listening</div> <div>Constructive</div> <div>Feedback</div>	<div>Options for present ing presentations:</div> <div>- gallery walk within class</div> <div>- gallery walk between 5th grade classes</div> <div>- share google slide presentations wither partner students and ask for critiques and feedback)</div>
<div>Week 10</div> <div>3/7 - 3/11</div> <div>Nonfiction</div> <div>Writing Prompt</div> <div>MAP Testing</div> <div>Review</div>	Reading/Research Project (Continued)	<div>5.9 The student will find, evaluate, and select appropriate resources for a research product.</div> <div>a) Construct questions about a topic.</div> <div>b) Collect information from multiple resources including online, print, and media.</div> <div>c) Use technology as a tool to research, organize, evaluate, and communicate information.</div> <div>d) Organize information presented on charts, maps, and graphs.</div> <div>e) Develop notes that include important concepts, summaries, and identification of information sources.</div> <div>f) Give credit to sources used in research.</div> <div>g) Define the meaning and consequences of plagiarism.</div>	<div>PRIOR</div> <div>Use available technology for reading and writing. Ask and answer questions about what is read. Set a purpose for reading. Use reference materials. Draw conclusions based on text. Summarize major points found in nonfiction texts. Recognize that different modes of writing have different patterns of organization. Write a clear topic sentence focusing on the main idea. Demonstrate comprehension of information in reference material.</div> <div>POST</div> <div>Use information in text to draw conclusions and make inferences. Write multi paragraph compositions. Compose a topic sentence or thesis statement if appropriate. Compare and contrast information about one topic, which may be contained in different selections. Distinguish between a thesis statement and a topic</div>	<div>Research</div> <div>Valid resources</div> <div>Works Cited</div> <div>Plagiarism</div> <div>Sources</div>	Continue research project

			<p>sentence.</p> <p>Communicate clearly the purpose of the writing using a thesis statement where appropriate.</p> <p>Arrange paragraphs into a logical order.</p>		
	Writing	Present research		<p>Multiparagraph</p> <p>Tone</p> <p>Voice</p> <p>Transition words</p> <p>Revise</p> <p>Edit</p> <p>Supporting Details</p> <p>Elaborate</p> <p>Clarity</p>	Continue research project
	Grammar (Review)	<p><i>*Spiral skills as needed</i></p> <p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <ol style="list-style-type: none"> Use plural possessives. Use adjective and adverb comparisons. Identify and use interjections. Use apostrophes in contractions and possessives. Use quotation marks with dialogue. Use commas to indicate interrupters. Use a hyphen to divide words at the end of a line. Edit for fragments and run-on sentences. Eliminate double negatives. Use correct spelling of commonly used words. Identify and use conjunctions. Eliminate double negatives. 	<p>PRIOR</p> <p>Capitalize all proper nouns and the word I.</p> <p>Use singular and plural nouns and pronouns.</p> <p>Use complete sentences.</p> <p>Use apostrophes in contractions and singular possessives, and plurals.</p> <p>Use past and present verb tense.</p> <p>Use commas in a series.</p> <p>Use subject-verb agreement.</p> <p>Eliminate double negatives.</p> <p>POST</p> <p>Use subject-verb agreement with intervening clauses and phrases.</p> <p>Use pronoun-antecedent agreement to include indefinite pronouns.</p> <p>Maintain consistent verb tense across paragraphs.</p> <p>Use quotations with dialogue.</p>	<p>Plural possessives</p> <p>apostrophes</p> <p>contractions</p> <p>adjectives</p> <p>adverbs</p> <p>interjections</p> <p>quotation marks</p> <p>dialogue</p> <p>interrupters</p> <p>hyphen</p> <p>fragments</p> <p>run on sentences</p> <p>double negatives</p>	<p>Identify various elements of grammar using nonfiction books pertaining to:</p> <ul style="list-style-type: none"> Light Sound American Revolution Vertebrates/Invertebrates Constitution Branches of Gov't
	Oral Language	<p>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</p> <ol style="list-style-type: none"> Determine appropriate content for audience. Organize content sequentially around major ideas. Summarize main points as they relate to main idea or supporting details. Incorporate visual media to support the presentation. 	<p>PRIOR</p> <p>The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record</p>	<p>Oral presentation</p> <p>Audience</p> <p>Enunciation</p> <p>Gestures</p> <p>Facial expressions</p> <p>Purpose</p> <p>Organize</p> <p>Clarify</p> <p>Active Listening</p> <p>Constructive</p> <p>Feedback</p>	<p>Options for present ing presentations:</p> <ul style="list-style-type: none"> gallery walk within class gallery walk between 5th grade classes share google slide presentations wither partner students and ask for critiques and feedback)

		i) Use language and style appropriate to the audience, topic, and purpose.	information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.		
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Greene County Public Schools
5th Grade Language Arts Pacing Guide 2015 - 2016 Quarter 4
Bloom's key: R=Remember, U=Understand, AP=Apply. AN=Analyze, E=Evaluate, C=Create

Time/Dates/ Testing Windows	SOL/ Strand	Objective/Content/Essential Questions/Cognitive Level	Vertical Alignment	Vocabulary	Cross-curricular Connections
Week 1 3/14 - 3/18	Reading	5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. d) Describe the characteristics of free verse, rhymed, and patterned poetry.	PRIOR - Identify the main idea or theme. POST - Describe how word choice and imagery contribute to the meaning of a text.	Patterned poetry Free Verse Concrete Diamante Haiku Cinquain stanza	Oceans Civil War Westward Expansion Science Review
	Writing POETRY (1st of 2 weeks)	5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade a) Identify intended audience. R b) Uses a variety of prewriting strategies. AP c) Organize information to convey a central idea. U d) Write a clear topic sentence focusing on the main idea. C	PRIOR - Generate ideas. Focus on one topic. Revise writing. Expand writing to include descriptive detail. POST - Select vocabulary and information to enhance the central idea, tone, and voice.	Describe, Inform, Explain, Persuade Prewriting Audience Main/Central idea Topic Sentence Sentence Structure Transition Words	Read and analyze poetry relating to: - Plant anatomy and life processes - Ecosystems - Solar System - Force/Motion/Energy - Fossils/Human Impact - Scientific Method - Oceans
	Spiraling Grammar (1st of 2 weeks) *REVIEW SKILLS IN MOST NEED OF REVIEW	5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. a) Use plural possessives. b) Use adjective and adverb comparisons. c) Identify and use interjections. d) Use apostrophes in contractions and possessives. e) Use quotation marks with dialogue. f) Use commas to indicate interrupters. g) Use a hyphen to divide words at the end of a line. h) Edit for fragments and run-on sentences.	PRIOR Capitalize all proper nouns and the word I. Use singular and plural nouns and pronouns. Use complete sentences. Use apostrophes in contractions and singular possessives, and plurals. Use past and present verb tense. Use commas in a series. Use subject-verb agreement. Eliminate double negatives. POST Use subject-verb agreement with intervening clauses and phrases. Use pronoun-antecedent agreement to include indefinite pronouns. Maintain consistent verb tense across	plural possessives adjective and adverb interjection apostrophes in contractions commas/interrupters hyphen fragments and run ons double negatives conjunctions	Identify various elements of grammar using nonfiction books pertaining to - Plant anatomy and life processes - Ecosystems - Solar System - Force/Motion/Energy - Fossils/Human Impact - Scientific Method - Oceans

		i) Eliminate double negatives. j) Use correct spelling of commonly used words. k) Identify and use conjunctions.	paragraphs. Use quotations with dialogue		
	Oral Language	5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations (sharing poetry) a. Maintain eye contact with listeners b. Use gestures to support, accentuate, and dramatize verbal message. c. Use facial expressions to support an dramatize verbal message d. use posture appropriate for communicating setting e. determine appropriate content for audience	PRIOR The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.	Oral presentation Audience Enunciation Gestures Facial expressions Purpose Organize Clarify Active Listening Constructive Feedback	All subject areas: Partner presentations Group presentations Whole class presentations
Week 2 3/21 - 3/25 FICTION	Reading	5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. e) Describe how an author's choice of vocabulary contributes to the author's style. g) Identify main idea.	PRIOR Identify the author's purpose. Identify the main idea or theme. POST Identify the author's organizational pattern. Describe how word choice and imagery contribute to the meaning of a text.	Patterned poetry Free Verse Concrete Diamante Haiku Cinquain stanza	
	Writing POETRY (2nd of 2 weeks)	5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. e) Write multi paragraph compositions. C f) Use precise and descriptive vocabulary to create tone and voice. AP g) Vary sentence structure by using transition words. AP h) Revise for clarity of content using specific vocabulary and information. AP i) Include supporting details that elaborate the main idea. C	PRIOR- Differentiate pictures from writing. Use available technology for reading and writing. Generate ideas. Focus on one topic. Identify intended audience. Use a variety of prewriting strategies. Write a clear topic sentence focusing on the main idea. Write a paragraph on the same topic. Use strategies for organization of information and elaboration according to the type of writing. Include details that elaborate the main idea.	Multiparagraph Tone Voice Transition words Revise Edit Supporting Details	Read and analyze poetry relating to: <ul style="list-style-type: none"> - Plant anatomy and life processes - Ecosystems - Solar System - Force/Motion/Energy - Fossils/Human Impact - Scientific Method

			<p>Recognize different modes of writing have different patterns of organization. Write two or more paragraphs on the same topic. Utilize elements of style, including word choice and sentence variation.</p> <p>POST- Write multiparagraph compositions. Compose a topic sentence or thesis statement if appropriate. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences</p>		<p>- Oceans</p>
	<p>Spiraling Grammar (2nd of 2 weeks)</p> <p>*REVIEW SKILLS IN MOST NEED OF REVIEW</p>	<p>5.8 The student will edit writing for correct grammar, capitalization, spelling,punctuation, sentence structure, and paragraphing.</p> <p>a) Use plural possessives. b) Use adjective and adverb comparisons. c) Identify and use interjections. d) Use apostrophes in contractions and possessives. e) Use quotation marks with dialogue. f) Use commas to indicate interrupters. g) Use a hyphen to divide words at the end of a line. h) Edit for fragments and run-on sentences. i) Eliminate double negatives. j) Use correct spelling of commonly used words. k) Identify and use conjunctions.</p>	<p>PRIOR Capitalize all proper nouns and the word I. Use singular and plural nouns and pronouns. Use complete sentences. Use apostrophes in contractions and singular possessives, and plurals. Use past and present verb tense. Use commas in a series. Use subject-verb agreement. Eliminate double negatives.</p> <p>POST Use subject-verb agreement with intervening clauses and phrases. Use pronoun-antecedent agreement to include indefinite pronouns. Maintain consistent verb tense across paragraphs. Use quotations with dialogue</p>	<p>plural possessives</p> <p>adjective and adverb</p> <p>interjection</p> <p>apostrophes in contractions</p> <p>commas/interrupters</p> <p>hyphen</p> <p>fragments and run ons</p> <p>double negatives</p> <p>conjunctions</p>	<p>Identify various elements of grammar using nonfiction books pertaining to</p> <p>- Plant anatomy and life processes - Ecosyste ms - Solar System - Force/Mot ion/Energy - Fossils/H uman Impact - Scientific Method - Oceans</p>
	Oral Language	<p>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations (sharing poetry)</p> <p>a) Maintain eye contact with listeners</p> <p>b) Use gestures to support, accentuate, and dramatize verbal message.</p> <p>c) Use facial expressions to support an dramatize verbal message</p> <p>d) use posture appropriate for communicating setting</p>	<p>PRIOR</p> <p>The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The</p>	<p>Oral presentation Audience Enunciation Gestures Facial expressions Purpose Organize Clarify Active Listening Constructive Feedback</p>	<p>All subject areas: Partner presentations Group presentations Whole class presentations</p>

		e) determine appropriate content for audience	student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.		
Week 3 4/4 - 4/8 FICTION	Reading	<i>Interdisciplinary skill: Text Structure</i> 5.6 The student will read and demonstrate comprehension of nonfiction texts. f) Identify structural patterns found in nonfiction. R	PRIOR Identify the main idea or theme. Differentiate between fiction and non-fiction. Identify the problem and solution. Summarize major points found in nonfiction text. POST Identify the author's organizational pattern.	<u><i>Science Content:</i></u> plant anatomy and life processes (includes typical plant structures and functions, structures and processes involved in plant reproduction, photosynthesis, adaptations that satisfy life needs and allow survival)	Plants article Build your own adaptations , then writing a cause and effect essay explaining it
	Writing INFORMATIONAL (1st of 2 weeks)	5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade a) Identify intended audience. R b) Uses a variety of prewriting strategies. AP c) Organize information to convey a central idea. U d) Write a clear topic sentence focusing on the main idea. C	PRIOR- Differentiate pictures from writing. Use available technology for reading and writing. Generate ideas. Focus on one topic. Identify intended audience. Use a variety of prewriting strategies. Write a clear topic sentence focusing on the main idea. Write a paragraph on the same topic. Use strategies for organization of information and elaboration according to the type of writing. Include details that elaborate the main idea. POST- Write multiparagraph compositions. Compose a topic sentence or thesis statement if appropriate. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences	Describe, Inform, Explain, Persuade Prewriting Audience Main/Central idea Topic Sentence Sentence Structure Transition Words	Write an informational essay relating to: <ul style="list-style-type: none"> - Plant anatomy and life processes - Ecosystems - Solar System - Force/Motion/Energy - Fossils/Human Impact - Scientific Method - Oceans
	Spiraling Grammar (1st of 2 weeks) *REVIEW SKILLS IN MOST NEED OF REVIEW	5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. <ul style="list-style-type: none"> a) Use plural possessives. b) Use adjective and adverb comparisons. c) Identify and use interjections. 	PRIOR Capitalize all proper nouns and the word I. Use singular and plural nouns and pronouns. Use complete sentences. Use apostrophes in contractions and singular possessives, and plurals. Use past and present verb tense. Use commas in a series.	plural possessives adjective and adverb interjection apostrophes in contractions	Identify various elements of grammar using nonfiction books pertaining to <ul style="list-style-type: none"> - Plant anatomy and life processes

		d) Use apostrophes in contractions and possessives. e) Use quotation marks with dialogue. f) Use commas to indicate interrupters. g) Use a hyphen to divide words at the end of a line. h) Edit for fragments and run-on sentences. i) Eliminate double negatives. j) Use correct spelling of commonly used words. k) Identify and use conjunctions.	Use subject-verb agreement. Eliminate double negatives. POST Use subject-verb agreement with intervening clauses and phrases. Use pronoun-antecedent agreement to include indefinite pronouns. Maintain consistent verb tense across paragraphs. Use quotations with dialogue	commas/interrupters hyphen fragments and run ons double negatives conjunctions	
	Oral Language	5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities. a) Participate in and contribute to discussions across content areas. c) Summarize information gathered in group activities. e) Demonstrate the ability to collaborate with diverse teams. f) Demonstrate the ability to work independently. 5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations. f) Organize content sequentially around major ideas. g) Summarize main points as they relate to main idea or supporting details.	PRIOR The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style	Oral presentation Audience Enunciation Gestures Facial expressions Purpose Organize Clarify Active Listening Constructive Feedback	All subject areas: Partner presentations Group presentations Whole class presentations
Week 4 4/11 - 4/15 NON-FICTION	Reading	<i>Interdisciplinary skill: Text Structure</i> 5.6 The student will read and demonstrate comprehension of nonfiction texts. f) Identify structural patterns found in nonfiction. R	PRIOR Identify the main idea or theme. Differentiate between fiction and non-fiction. Identify the problem and solution. Summarize major points found in nonfiction text. POST Identify the author's organizational pattern.	<u>Science Content:</u> Living and nonliving interactions in ecosystems (plant and animal adaptations, interrelationships of populations, communities, and ecosystems, flow of energy through food webs, habitats and niches, how niches change as life cycle stages change, influence of humans on all of this)	Ecosystem article Creating stacked dioramas of the layers of the ocean ecosystems in teams and then explaining in cause and effect style why each layer is the way it is
	Writing	5.7 The student will write for a variety of	PRIOR-	Multiparagraph	Write an informational essay

	INFORMATIONAL (2nd of 2 weeks)	<p>purposes: to describe, to inform, to entertain, to explain, and to persuade.</p> <p>e) Write multi paragraph compositions. C</p> <p>f) Use precise and descriptive vocabulary to create tone and voice. AP</p> <p>g) Vary sentence structure by using transition words. AP</p> <p>h) Revise for clarity of content using specific vocabulary and information. AP</p> <p>i) Include supporting details that elaborate the main idea. C</p>	<p>Differentiate pictures from writing.</p> <p>Use available technology for reading and writing.</p> <p>Generate ideas.</p> <p>Focus on one topic.</p> <p>Identify intended audience.</p> <p>Use a variety of prewriting strategies.</p> <p>Write a clear topic sentence focusing on the main idea.</p> <p>Write a paragraph on the same topic.</p> <p>Use strategies for organization of information and elaboration according to the type of writing.</p> <p>Include details that elaborate the main idea.</p> <p>Recognize different modes of writing have different patterns of organization.</p> <p>Write two or more paragraphs on the same topic.</p> <p>Utilize elements of style, including word choice and sentence variation.</p> <p>POST-</p> <p>Write multiparagraph compositions.</p> <p>Compose a topic sentence or thesis statement if appropriate.</p> <p>Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences</p>	<p>Tone</p> <p>Voice</p> <p>Transition words</p> <p>Revise</p> <p>Edit</p> <p>Supporting Details</p>	<p>relating to:</p> <ul style="list-style-type: none"> - Plant anatomy and life processes - Ecosystems - Solar System - Force/Motion/Energy - Fossils/Human Impact - Scientific Method - Oceans
	Spiraling Grammar (2nd of 2 weeks)	<p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <p>a) Use plural possessives.</p> <p>b) Use adjective and adverb comparisons.</p> <p>c) Identify and use interjections.</p> <p>d) Use apostrophes in contractions and possessives.</p> <p>e) Use quotation marks with dialogue.</p> <p>f) Use commas to indicate interrupters.</p> <p>g) Use a hyphen to divide words at the end of a line.</p> <p>h) Edit for fragments and run-on sentences.</p> <p>i) Eliminate double negatives.</p> <p>j) Use correct spelling of commonly used words.</p> <p>k) Identify and use conjunctions.</p>	<p>PRIOR</p> <p>Capitalize all proper nouns and the word I.</p> <p>Use singular and plural nouns and pronouns.</p> <p>Use complete sentences.</p> <p>Use apostrophes in contractions and singular possessives, and plurals.</p> <p>Use past and present verb tense.</p> <p>Use commas in a series.</p> <p>Use subject-verb agreement.</p> <p>Eliminate double negatives.</p> <p>POST</p> <p>Use subject-verb agreement with intervening clauses and phrases.</p> <p>Use pronoun-antecedent agreement to include indefinite pronouns.</p> <p>Maintain consistent verb tense across paragraphs.</p> <p>Use quotations with dialogue</p>	<p>plural possessives</p> <p>adjective and adverb</p> <p>interjection</p> <p>apostrophes in contractions</p> <p>commas/interrupters</p> <p>hyphen</p> <p>fragments and run ons</p> <p>double negatives</p> <p>conjunctions</p>	<p>Identify various elements of grammar using nonfiction books pertaining to:</p> <ul style="list-style-type: none"> - Ecosystems

	Oral Language	<p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <p>a) Participate in and contribute to discussions across content areas.</p> <p>c) Summarize information gathered in group activities.</p> <p>e) Demonstrate the ability to collaborate with diverse teams.</p> <p>f) Demonstrate the ability to work independently.</p> <p>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</p> <p>f) Organize content sequentially around major ideas.</p> <p>g) Summarize main points as they relate to main idea or supporting details.</p>	<p>PRIOR</p> <p>The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style</p>	<p>Oral presentation</p> <p>Audience</p> <p>Enunciation</p> <p>Gestures</p> <p>Facial expressions</p> <p>Purpose</p> <p>Organize</p> <p>Clarify</p> <p>Active Listening</p> <p>Constructive Feedback</p>	<p>All subject areas:</p> <p>Partner presentations</p> <p>Group presentations</p> <p>Whole class presentations</p>
<p>Week 5</p> <p>4/18 - 4/22</p> <p>NON- FICTION</p>	Reading	<p><i>Interdisciplinary skill: Figurative Language/Context Clues</i></p> <p>5.4 The student will expand vocabulary when reading.</p> <p>a) Use context to clarify meaning of unfamiliar words and phrases. AP</p> <p>d) Identify an author's use of figurative language.</p>	<p>PRIOR</p> <p>Ask and answer questions about what is read.</p> <p>POST</p> <p>Describe how word choice and imagery contribute to the meaning of a text. Explain the use of symbols and figurative language.</p>	<p><u>Science Content:</u></p> <p>Solar System (earth rotation, revolves around sun, planets) - 4th</p>	<p>Magic School Bus Lost in Space on YouTube</p> <p>Mission Pluto article</p> <p>To the Moon and Back article</p> <p>NASA's Stardust Review article</p> <p>Explore Our Solar System article</p>
	Writing DESCRIPTIVE (1st of 2 weeks)	<p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade</p> <p>a) Identify intended audience. R</p> <p>b) Uses a variety of prewriting strategies. AP</p> <p>c) Organize information to convey a central idea. U</p> <p>d) Write a clear topic sentence focusing on the main idea. C</p>	<p>PRIOR-</p> <p>Differentiate pictures from writing. Use available technology for reading and writing. Generate ideas. Focus on one topic. Identify intended audience. Use a variety of prewriting strategies. Write a clear topic sentence focusing on the main idea. Write a paragraph on the same topic. Use strategies for organization of information and elaboration according to the type of writing. Include details that elaborate the main idea.</p>	<p>Describe, Inform, Explain, Persuade</p> <p>Prewriting</p> <p>Audience</p> <p>Main/Central idea</p> <p>Topic Sentence</p> <p>Sentence Structure</p> <p>Transition Words</p>	<p>Write a descriptive essay relating to:</p> <ul style="list-style-type: none"> - Plant anatomy and life processes - Ecosystems - Solar System - Force/Motion/Energy - Fossils/Human Impact - Scientific Method - Oceans

			<p>POST- Write multiparagraph compositions. Compose a topic sentence or thesis statement if appropriate. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences</p>		
	Spiraling Grammar (1st of 2 weeks)	<p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <ol style="list-style-type: none"> Use plural possessives. Use adjective and adverb comparisons. Identify and use interjections. Use apostrophes in contractions and possessives. Use quotation marks with dialogue. Use commas to indicate interrupters. Use a hyphen to divide words at the end of a line. Edit for fragments and run-on sentences. Eliminate double negatives. Use correct spelling of commonly used words. Identify and use conjunctions. 	<p>PRIOR Capitalize all proper nouns and the word I. Use singular and plural nouns and pronouns. Use complete sentences. Use apostrophes in contractions and singular possessives, and plurals. Use past and present verb tense. Use commas in a series. Use subject-verb agreement. Eliminate double negatives.</p> <p>POST Use subject-verb agreement with intervening clauses and phrases. Use pronoun-antecedent agreement to include indefinite pronouns. Maintain consistent verb tense across paragraphs. Use quotations with dialogue</p>	<p>plural possessives</p> <p>adjective and adverb</p> <p>interjection</p> <p>apostrophes in contractions</p> <p>commas/interrupters</p> <p>hyphen</p> <p>fragments and run ons</p> <p>double negatives</p> <p>conjunctions</p>	<p>Identify various elements of grammar using nonfiction books pertaining to</p> <p>- Solar System</p>
	Oral Language	<p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <ol style="list-style-type: none"> Participate in and contribute to discussions across content areas. Summarize information gathered in group activities. Demonstrate the ability to collaborate with diverse teams. Demonstrate the ability to work independently. <p>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</p> <ol style="list-style-type: none"> Organize content sequentially around major ideas. Summarize main points as they relate to main idea or supporting details. 	<p>PRIOR</p> <p>The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style</p>	<p>Oral presentation</p> <p>Audience</p> <p>Enunciation</p> <p>Gestures</p> <p>Facial expressions</p> <p>Purpose</p> <p>Organize</p> <p>Clarify</p> <p>Active Listening</p> <p>Constructive Feedback</p>	<p>All subject areas:</p> <p>Partner presentations</p> <p>Group presentations</p> <p>Whole class presentations</p>

<p>Week 6 4/25-4/29</p> <p>FICTION</p>	<p>Reading</p>	<p><i>Interdisciplinary skill: Context Clues</i></p> <p>5.4 The student will expand vocabulary when reading by:</p> <p>a) Use context to clarify meaning of unfamiliar words and phrases. AP</p>	<p>PRIOR Ask and answer questions about what is read.</p> <p>POST Use information in text to draw conclusions and make inferences.</p>	<p><u>Science Content:</u></p> <p>Force/ motion energy (potential/ kinetic)</p>	<p>videos on force, motion, and energy</p> <p>http://www.solpass.org/5s/AP/4.2scienceactivity.htm</p> <p>Energy article</p> <p>Electricity and energy</p>
	<p>Writing DESCRIPTIVE (2nd of 2 weeks)</p>	<p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.</p> <p>e) Write multi paragraph compositions. C f) Use precise and descriptive vocabulary to create tone and voice. AP g) Vary sentence structure by using transition words. AP h) Revise for clarity of content using specific vocabulary and information. AP i) Include supporting details that elaborate the main idea. C</p>	<p>PRIOR- Differentiate pictures from writing. Use available technology for reading and writing. Generate ideas. Focus on one topic. Identify intended audience. Use a variety of prewriting strategies. Write a clear topic sentence focusing on the main idea. Write a paragraph on the same topic. Use strategies for organization of information and elaboration according to the type of writing. Include details that elaborate the main idea. Recognize different modes of writing have different patterns of organization. Write two or more paragraphs on the same topic. Utilize elements of style, including word choice and sentence variation.</p> <p>POST- Write multiparagraph compositions. Compose a topic sentence or thesis statement if appropriate. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences</p>	<p>Multiparagraph Tone Voice Transition words Revise Edit Supporting Details</p>	<p>Write a descriptive essay relating to:</p> <ul style="list-style-type: none"> - Plant anatomy and life processes - Ecosystems - Solar System - Force/Motion/Energy - Fossils/Human Impact - Scientific Method - Oceans
	<p>Spiraling Grammar (2nd of 2 weeks)</p>	<p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <p>a) Use plural possessives. b) Use adjective and adverb comparisons. c) Identify and use interjections. d) Use apostrophes in contractions and possessives. e) Use quotation marks with dialogue. f) Use commas to indicate interrupters.</p>	<p>PRIOR Capitalize all proper nouns and the word I. Use singular and plural nouns and pronouns. Use complete sentences. Use apostrophes in contractions and singular possessives, and plurals. Use past and present verb tense. Use commas in a series. Use subject-verb agreement. Eliminate double negatives.</p> <p>POST Use subject-verb agreement with</p>	<p>plural possessives adjective and adverb interjection apostrophes in contractions commas/interrupters hyphen fragments and run ons</p>	<p>Identify various elements of grammar using nonfiction books pertaining to</p> <ul style="list-style-type: none"> - Force/Motion/Energy

		g) Use a hyphen to divide words at the end of a line. h) Edit for fragments and run-on sentences. i) Eliminate double negatives. j) Use correct spelling of commonly used words. k) Identify and use conjunctions.	intervening clauses and phrases. Use pronoun-antecedent agreement to include indefinite pronouns. Maintain consistent verb tense across paragraphs. Use quotations with dialogue	double negatives conjunctions	
	Oral Language	5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities. a) Participate in and contribute to discussions across content areas. c) Summarize information gathered in group activities. e) Demonstrate the ability to collaborate with diverse teams. f) Demonstrate the ability to work independently. 5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations. f) Organize content sequentially around major ideas. g) Summarize main points as they relate to main idea or supporting details.	PRIOR The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style	Oral presentation Audience Enunciation Gestures Facial expressions Purpose Organize Clarify Active Listening Constructive Feedback	All subject areas: Partner presentations Group presentations Whole class presentations
Week 7 5/2 - 5/6 NON- FICTION	Reading	<i>Interdisciplinary skill: Main Idea/Summarizing</i> 5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. g) Identify main idea. R h) summarize supporting details from text. R	PRIOR- Identify the main idea or theme. Summarize stories and events with beginning, middle, and end in the correct sequence. Summarize the major points found in nonfiction text. POST Use information to draw conclusions and make inferences.	<i>Science Content:</i> Fossils and Human impact on earth	Counting Shells Dinosaur fossils Mammoth Fossil Found

	Writing PERSUASIVE (1st of 2 weeks)	<p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade</p> <p>a) Identify intended audience. R b) Uses a variety of prewriting strategies. AP c) Organize information to convey a central idea. U d) Write a clear topic sentence focusing on the main idea. C</p>	<p>PRIOR- Differentiate pictures from writing. Use available technology for reading and writing. Generate ideas. Focus on one topic. Identify intended audience. Use a variety of prewriting strategies. Write a clear topic sentence focusing on the main idea. Write a paragraph on the same topic. Use strategies for organization of information and elaboration according to the type of writing. Include details that elaborate the main idea.</p> <p>POST- Write multi paragraph compositions. Compose a topic sentence or thesis statement if appropriate. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences</p>	<p>Describe, Inform, Explain, Persuade</p> <p>Prewriting</p> <p>Audience</p> <p>Main/Central idea</p> <p>Topic Sentence</p> <p>Sentence Structure</p> <p>Transition Words</p>	<p>Write a persuasive essay/media (commercial, brochure) relating to:</p> <ul style="list-style-type: none"> - Plant anatomy and life processes - Ecosystems - Solar System - Force/Motion/Energy - Fossils/Human Impact - Scientific Method - Oceans
	Spiraling Grammar (1st of 2 weeks)	<p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <p>a) Use plural possessives. b) Use adjective and adverb comparisons. c) Identify and use interjections. d) Use apostrophes in contractions and possessives. e) Use quotation marks with dialogue. f) Use commas to indicate interrupters. g) Use a hyphen to divide words at the end of a line. h) Edit for fragments and run-on sentences. i) Eliminate double negatives. j) Use correct spelling of commonly used words. k) Identify and use conjunctions.</p>	<p>PRIOR Capitalize all proper nouns and the word I. Use singular and plural nouns and pronouns. Use complete sentences. Use apostrophes in contractions and singular possessives, and plurals. Use past and present verb tense. Use commas in a series. Use subject-verb agreement. Eliminate double negatives.</p> <p>POST Use subject-verb agreement with intervening clauses and phrases. Use pronoun-antecedent agreement to include indefinite pronouns. Maintain consistent verb tense across paragraphs. Use quotations with dialogue</p>	<p>plural possessives</p> <p>adjective and adverb</p> <p>interjection</p> <p>apostrophes in contractions</p> <p>commas/interrupters</p> <p>hyphen</p> <p>fragments and run ons</p> <p>double negatives</p> <p>conjunctions</p>	<p>Identify various elements of grammar using nonfiction books pertaining to</p> <ul style="list-style-type: none"> - Fossils/Human Impact
	Oral Language	<p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <p>a) Participate in and contribute to discussions across content areas.</p>	<p>PRIOR</p> <p>The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b)</p>	<p>Oral presentation</p> <p>Audience</p> <p>Enunciation</p> <p>Gestures</p> <p>Facial expressions</p> <p>Purpose</p>	<p>All subject areas: Partner presentations Group presentations Whole class presentations</p>

		<p>c) Summarize information gathered in group activities.</p> <p>e) Demonstrate the ability to collaborate with diverse teams.</p> <p>f) Demonstrate the ability to work independently.</p> <p>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</p> <p>f) Organize content sequentially around major ideas.</p> <p>g) Summarize main points as they relate to main idea or supporting details.</p>	<p>Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style</p>	<p>Organize</p> <p>Clarify</p> <p>Active Listening</p> <p>Constructive Feedback</p>	
<p>Week 8</p> <p>5/9-5/13</p> <p>FICTION/NON-FICTION</p>	<p>Reading</p>	<p><i>Interdisciplinary skill: Multiskill/Overall comprehension of informational texts</i></p> <p>5.5 The student will read and demonstrate comprehension of fictional texts, narrative non-fiction, and poetry.</p> <p>g) Identify main idea. R</p> <p>h) summarize supporting details from text. R</p>	<p>PRIOR-</p> <p>Identify the main idea or theme. Summarize stories and events with beginning, middle, and end in the correct sequence. Summarize the major points found in nonfiction text.</p> <p>POST</p> <p>Use information to draw conclusions and make inferences</p>	<p><u>Science Content:</u></p> <p>Scientific Method</p>	<p>Scientific Method article</p>
	<p>Writing</p> <p>PERSUASIVE</p> <p>(2nd of 2 weeks)</p>	<p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.</p> <p>e) Write multi paragraph compositions. C</p> <p>f) Use precise and descriptive vocabulary to create tone and voice. AP</p> <p>g) Vary sentence structure by using transition words. AP</p> <p>h) Revise for clarity of content using specific vocabulary and information. AP</p> <p>i) Include supporting details that elaborate the main idea. C</p>	<p>PRIOR-</p> <p>Differentiate pictures from writing. Use available technology for reading and writing. Generate ideas. Focus on one topic. Identify intended audience. Use a variety of prewriting strategies. Write a clear topic sentence focusing on the main idea. Write a paragraph on the same topic. Use strategies for organization of information and elaboration according to the type of writing. Include details that elaborate the main idea. Recognize different modes of writing have different patterns of organization. Write two or more paragraphs on the same topic. Utilize elements of style, including word choice and sentence variation.</p> <p>POST-</p> <p>Write multiparagraph compositions. Compose a topic sentence or thesis statement if appropriate.</p>	<p>Multiparagraph</p> <p>Tone</p> <p>Voice</p> <p>Transition words</p> <p>Revise</p> <p>Edit</p> <p>Supporting Details</p>	<p>Write a persuasive essay/media (commercial, brochure) relating to:</p> <ul style="list-style-type: none"> - Plant anatomy and life processes - Ecosystems - Solar System - Force/Motion/Energy - Fossils/Human Impact - Scientific Method - Oceans

			Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences		
	Spiraling Grammar (2nd of 2 weeks)	<p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <p>a) Use plural possessives.</p> <p>b) Use adjective and adverb comparisons.</p> <p>c) Identify and use interjections.</p> <p>d) Use apostrophes in contractions and possessives.</p> <p>e) Use quotation marks with dialogue.</p> <p>f) Use commas to indicate interrupters.</p> <p>g) Use a hyphen to divide words at the end of a line.</p> <p>h) Edit for fragments and run-on sentences.</p> <p>i) Eliminate double negatives.</p> <p>j) Use correct spelling of commonly used words.</p> <p>k) Identify and use conjunctions.</p>	<p>PRIOR</p> <p>Capitalize all proper nouns and the word I.</p> <p>Use singular and plural nouns and pronouns.</p> <p>Use complete sentences.</p> <p>Use apostrophes in contractions and singular possessives, and plurals.</p> <p>Use past and present verb tense.</p> <p>Use commas in a series.</p> <p>Use subject-verb agreement.</p> <p>Eliminate double negatives.</p> <p>POST</p> <p>Use subject-verb agreement with intervening clauses and phrases.</p> <p>Use pronoun-antecedent agreement to include indefinite pronouns.</p> <p>Maintain consistent verb tense across paragraphs.</p> <p>Use quotations with dialogue</p>	<p>plural possessives</p> <p>adjective and adverb</p> <p>interjection</p> <p>apostrophes in contractions</p> <p>commas/interrupters</p> <p>hyphen</p> <p>fragments and run ons</p> <p>double negatives</p> <p>conjunctions</p>	<p>Identify various elements of grammar using nonfiction books pertaining to</p> <p>- Scientific Method</p>
	Oral Language	<p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <p>a) Participate in and contribute to discussions across content areas.</p> <p>b) Organize information to present in reports of group activities.</p> <p>c) Summarize information gathered in group activities.</p> <p>d) Communicate new ideas to others.</p> <p>e) Demonstrate the ability to collaborate with diverse teams.</p> <p>f) Demonstrate the ability to work independently.</p> <p>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</p> <p>a) Maintain eye contact with listeners</p> <p>b) Use gestures to support, accentuate, and dramatize verbal message.</p> <p>c) Use facial expressions to support an dramatize verbal message</p> <p>d) use posture appropriate for communicating</p>	<p>PRIOR</p> <p>The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.</p>	<p>Oral presentation</p> <p>Audience</p> <p>Enunciation</p> <p>Gestures</p> <p>Facial expressions</p> <p>Purpose</p> <p>Organize</p> <p>Clarify</p> <p>Active Listening</p> <p>Constructive Feedback</p>	<p>All subject areas:</p> <p>Partner presentations</p> <p>Group presentations</p> <p>Whole class presentations</p>

		<p>e) determine appropriate content for audience</p> <p>f) Organize content sequentially around major ideas.</p> <p>g) Summarize main points as they relate to main idea or supporting details.</p> <p>h) Incorporate visual media to support the presentation.</p> <p>i) Use language and style appropriate to the audience, topic, and purpose</p>			
<p>Week 9 5/16-5/20</p> <p>FICTION/NON-FICTION</p> <p>Writing Prompt MAP Testing Review</p>	Reading/Research Project	<p><i>Interdisciplinary skill: Multiskill/Overall comprehension of informational texts</i></p> <p>5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.</p> <p>g) Identify main idea. R</p> <p>h) summarize supporting details from text. R</p>	<p>PRIOR- Identify the main idea or theme. Summarize stories and events with beginning, middle, and end in the correct sequence. Summarize the major points found in nonfiction text.</p> <p>POST Use information to draw conclusions and make inferences.</p> <p>PRIOR Use available technology for reading and writing. Ask and answer questions about what is read. Set a purpose for reading. Use reference materials. Draw conclusions based on text. Summarize major points found in nonfiction texts. Recognize that different modes of writing have different patterns of organization. Write a clear topic sentence focusing on the main idea. Demonstrate comprehension of information in reference material.</p> <p>POST Use information in text to draw conclusions and make inferences. Write multi paragraph compositions. Compose a topic sentence or thesis statement if appropriate. Compare and contrast information about one topic, which may be contained in different selections</p>	<p><u>Science Content:</u></p> <p>Oceans</p>	<p>A School Trip to the Aquarium</p> <p>Save the Whales</p> <p>Marine Biology</p> <p>-Creating patterned poetry about ocean animals, plant and animal adaptations, ecosystems and communities</p>
	Writing INFORMATIONAL (1st of 2 weeks)	5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade	<p>PRIOR- Differentiate pictures from writing. Use available technology for reading and writing.</p>	Describe, Inform, Explain, Persuade	<p>Research project relating to:</p> <p>- Plant anatomy and life</p>

		<p>a) Identify intended audience. R</p> <p>b) Uses a variety of prewriting strategies. AP</p> <p>c) Organize information to convey a central idea. U</p> <p>d) Write a clear topic sentence focusing on the main idea. C</p>	<p>Generate ideas. Focus on one topic. Identify intended audience. Use a variety of prewriting strategies. Write a clear topic sentence focusing on the main idea. Write a paragraph on the same topic. Use strategies for organization of information and elaboration according to the type of writing. Include details that elaborate the main idea.</p> <p>POST- Write multiparagraph compositions. Compose a topic sentence or thesis statement if appropriate. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences</p>	<p>Prewriting</p> <p>Audience</p> <p>Main/Central idea</p> <p>Topic Sentence</p> <p>Sentence Structure</p> <p>Transition Words</p>	<p>processes</p> <ul style="list-style-type: none"> - Ecosystems - Solar System - Force/Motion/Energy - Fossils/Human Impact - Scientific Method - Oceans
	*End of Quarter Research (1st of 2 weeks)	<p>5.9 The student will find, evaluate, and select appropriate resources for a research product.</p> <p>a) Construct questions about a topic.</p> <p>b) Collect information from multiple resources including online, print, and media.</p> <p>c) Use technology as a tool to research, organize, evaluate, and communicate information.</p> <p>d) Organize information presented on charts, maps, and graphs.</p> <p>e) Develop notes that include important concepts, summaries, and identification of information sources.</p> <p>f) Give credit to sources used in research.</p> <p>g) Define the meaning and consequences of plagiarism.</p>	<p>PRIOR Use available technology for reading and writing. Ask and answer questions about what is read. Set a purpose for reading. Use reference materials. Draw conclusions based on text. Summarize major points found in nonfiction texts. Recognize that different modes of writing have different patterns of organization. Write a clear topic sentence focusing on the main idea. Demonstrate comprehension of information in reference material.</p> <p>POST Use information in text to draw conclusions and make inferences. Write multi paragraph compositions. Compose a topic sentence or thesis statement if appropriate. Compare and contrast information about one topic, which may be contained in different selections</p>		
	Spiraling Grammar (1st of 2 weeks)	<p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <p>a) Use plural possessives.</p> <p>b) Use adjective and adverb comparisons.</p> <p>c) Identify and use</p>	<p>PRIOR Capitalize all proper nouns and the word I. Use singular and plural nouns and pronouns. Use complete sentences. Use apostrophes in contractions and singular possessives, and plurals. Use past and present verb tense.</p>	<p>plural possessives</p> <p>adjective and adverb</p> <p>interjection</p> <p>apostrophes in contractions</p>	<p>Identify various elements of grammar using nonfiction books pertaining to</p> <ul style="list-style-type: none"> - Oceans

		<p>interjections.</p> <p>d) Use apostrophes in contractions and possessives.</p> <p>e) Use quotation marks with dialogue.</p> <p>f) Use commas to indicate interrupters.</p> <p>g) Use a hyphen to divide words at the end of a line.</p> <p>h) Edit for fragments and run-on sentences.</p> <p>i) Eliminate double negatives.</p> <p>j) Use correct spelling of commonly used words.</p> <p>k) Identify and use conjunctions.</p>	<p>Use commas in a series.</p> <p>Use subject-verb agreement.</p> <p>Eliminate double negatives.</p> <p>POST</p> <p>Use subject-verb agreement with intervening clauses and phrases.</p> <p>Use pronoun-antecedent agreement to include indefinite pronouns.</p> <p>Maintain consistent verb tense across paragraphs.</p> <p>Use quotations with dialogue</p>	<p>commas/interrupters</p> <p>hyphen</p> <p>fragments and run ons</p> <p>double negatives</p> <p>conjunctions</p>	
	Oral Language	<p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <p>a) Participate in and contribute to discussions across content areas.</p> <p>b) Organize information to present in reports of group activities.</p> <p>c) Summarize information gathered in group activities.</p> <p>d) Communicate new ideas to others.</p> <p>e) Demonstrate the ability to collaborate with diverse teams.</p> <p>f) Demonstrate the ability to work independently.</p> <p>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</p> <p>a) Maintain eye contact with listeners b) Use gestures to support, accentuate, and dramatize verbal message. c) Use facial expressions to support an dramatize verbal message d) use posture appropriate for communicating setting e) determine appropriate content for audience</p> <p>f) Organize content sequentially around major ideas.</p> <p>g) Summarize main points as they relate to main idea or supporting details.</p>	<p>PRIOR</p> <p>The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions across content areas. c) Seek ideas and opinions of others. d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary to communicate ideas. f) Communicate new ideas to others. g) Demonstrate the ability to collaborate with diverse teams. h) Demonstrate the ability to work independently. The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose.</p>	<p>Oral presentation</p> <p>Audience</p> <p>Enunciation</p> <p>Gestures</p> <p>Facial expressions</p> <p>Purpose</p> <p>Organize</p> <p>Clarify</p> <p>Active Listening</p> <p>Constructive Feedback</p>	<p>All subject areas:</p> <p>Partner presentations</p> <p>Group presentations</p> <p>Whole class presentations</p>
Week 10 5/23-5/27	Reading Review/Research	5.9 The student will find, evaluate, and select appropriate resources for a research	<p>PRIOR</p> <p>Use available technology for reading</p>	<p>Research</p> <p>Valid resources</p>	Research project relating to:

<p>(Last week of school) Nonfiction</p> <p>Writing Prompt MAP Testing Review</p>	<p>Project</p>	<p>product.</p> <p>a) Construct questions about a topic. b) Collect information from multiple resources including online, print, and media. c) Use technology as a tool to research, organize, evaluate, and communicate information. d) Organize information presented on charts, maps, and graphs. e) Develop notes that include important concepts, summaries, and identification of information sources. f) Give credit to sources used in research. g) Define the meaning and consequences of plagiarism.</p>	<p>and writing. Ask and answer questions about what is read. Set a purpose for reading. Use reference materials. Draw conclusions based on text. Summarize major points found in nonfiction texts. Recognize that different modes of writing have different patterns of organization. Write a clear topic sentence focusing on the main idea. Demonstrate comprehension of information in reference material.</p> <p>POST Use information in text to draw conclusions and make inferences. Write multiparagraph compositions. Compose a topic sentence or thesis statement if appropriate. Compare and contrast information about one topic, which may be contained in different selections. Distinguish between a thesis statement and a topic sentence. Communicate clearly the purpose of the writing using a thesis statement where appropriate. Arrange paragraphs into a logical order.</p>	<p>Works Cited Plagiarism Sources</p>	<ul style="list-style-type: none"> - Plant anatomy and life processes - Ecosystems - Solar System - Force/Motion/Energy - Fossils/Human Impact - Scientific Method - Oceans
	<p>Writing INFORMATIONAL (2nd of 2 weeks)</p>	<p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. e) Write multi paragraph compositions. C f) Use precise and descriptive vocabulary to create tone and voice. AP g) Vary sentence structure by using transition words. AP h) Revise for clarity of content using specific vocabulary and information. AP i) Include supporting details that elaborate the main idea. C</p>	<p>PRIOR- Differentiate pictures from writing. Use available technology for reading and writing. Generate ideas. Focus on one topic. Identify intended audience. Use a variety of prewriting strategies. Write a clear topic sentence focusing on the main idea. Write a paragraph on the same topic. Use strategies for organization of information and elaboration according to the type of writing. Include details that elaborate the main idea. Recognize different modes of writing have different patterns of organization. Write two or more paragraphs on the same topic. Utilize elements of style, including word choice and sentence variation.</p> <p>POST- Write multiparagraph compositions.</p>	<p>Multiparagraph Tone Voice Transition words Revise Edit Supporting Details</p>	<p>Research project relating to:</p> <ul style="list-style-type: none"> - Plant anatomy and life processes - Ecosystems - Solar System - Force/Motion/Energy - Fossils/Human Impact - Scientific Method - Oceans

			Compose a topic sentence or thesis statement if appropriate. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences		
	*End of Quarter Research	<p>5.9 The student will find, evaluate, and select appropriate resources for a research product.</p> <p>a) Construct questions about a topic. b) Collect information from multiple resources including online, print, and media. c) Use technology as a tool to research, organize, evaluate, and communicate information. d) Organize information presented on charts, maps, and graphs. e) Develop notes that include important concepts, summaries, and identification of information sources. f) Give credit to sources used in research. g) Define the meaning and consequences of plagiarism.</p>	<p>PRIOR</p> <p>Use available technology for reading and writing. Ask and answer questions about what is read. Set a purpose for reading. Use reference materials. Draw conclusions based on text. Summarize major points found in nonfiction texts. Recognize that different modes of writing have different patterns of organization. Write a clear topic sentence focusing on the main idea. Demonstrate comprehension of information in reference material.</p> <p>POST</p> <p>Use information in text to draw conclusions and make inferences. Write multi paragraph compositions. Compose a topic sentence or thesis statement if appropriate. Compare and contrast information about one topic, which may be contained in different selections</p>		<p>All subject areas: Partner presentations Group presentations Whole class presentations</p>

Common Assessments	Common Resources	Common Unit Plans
<ul style="list-style-type: none"> • MAP Reading • Interactive Achievement Assessments • Benchmark Testing • Ganske spelling assessments • QRI 	<ul style="list-style-type: none"> • VDOE Curriculum Framework • VDOE Rubrics • Ganske Word Study curriculum • Interdisciplinary unit resources • 4th grade Science Curriculum (For use in Q4) 	<ul style="list-style-type: none"> • Science 2014-2015 Pacing Guide • Social Studies 2014 - 2015 Pacing Guide • Math 2014-2015 Pacing Guide