



LANGUAGE ARTS  
FIFTH GRADE

Qtr-Week	Benchmark/ Indicator	Lesson Makeup	Materials/ Technology Component	Assessment
1 <sup>st</sup> 1	<p><b>Writing Process:</b> Generate writing ideas through discussions with others. State and develop a clear main idea for writing. Determine purpose and audience. Use resources and reference materials (dictionary.com etc.) to select more effective vocabulary. Reading skill: The five W's Writing a good beginning.</p>	<p>Pre-test/placement tests Brainstorm ideas together as a class (e.g., what they have seen on the news lately, etc.). Introduce sources of information, including books and the internet. Put students in pairs/groups and have them explore current events/news online and report the 5 W's. Allow students the option of reporting to the whole class or just to the teacher.</p> <p>Introduce and pre-teach new spelling words. Continue to give new spelling words each week and include pre-tests, quizzes and final tests on new words. Try to choose spelling words that coincide with the week's lessons – this will assist with material retention.</p>	<p><b>A+ Writing V:</b> <i>Writing Process 1, 3, 4</i></p> <p>cnn.com nytimes.com/learning/teachers/lessons breakingnewenglish.com</p>	<p>Teamwork Current event report</p>
1 <sup>st</sup> 2	<p><b>Writing Process:</b> Types of sentences (imperative, declarative, interrogative, exclamatory). Subjects and predicates Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus</p>	<p>Have students create open ended questions (interrogative sentences) and do short interviews of each other. Encourage them to include the remaining three types of sentences in their answers. Have students give short oral reports of their findings.</p>	<p><b>A+ Language Usage V:</b> <i>Sentence Types 1</i> <i>Sentences 1 – 2</i> <b>A+ Writing V:</b> <i>Writing Process 5-8</i></p> <p>Use search engines on the internet to explore interviewing tips. Google.com</p>	<p>Writing samples Oral reports Quiz on 5 W's</p>



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	across paragraphs.		About.com	
1 <sup>st</sup> 3	<b>Writing Process:</b> Varying simple, compound and complex sentence structures. Compound subjects, predicates and sentences. Vary language and style as appropriate to audience and purpose.	Use hands on materials (magazine and newspaper clippings) to identify/create various types/lengths of sentences. Read various excerpts of literature and identify types and length of sentences. Give students creative writing prompt and instruct them to vary their sentence types/length. Suggestion: Show students how to diagram sentences and breaking apart their meanings!	<b>A+ Language Usage V:</b> <i>Sentences 3-5</i> <b>A+ Building</b> <b>Vocabulary V:</b> <i>Syllables – Pronunciation and Multiple Meaning Words</i>	Word collage Quiz
1 <sup>st</sup> 4	<b>Writing Process:</b> Creative writing Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement of a summary. Organizational strategies (outlines, rough drafts, diagrams, story maps, etc.) Use available technology to compose text.	Introduce: Prewriting Drafting Editing Read examples of creative narratives and use graphic organizers to interpret material. Use word processor to write personal narrative. If students are having difficulty writing meaningful stories about themselves, use personalized daily writing prompts to get their creativity flowing.	<b>A+ Writing V:</b> <i>Paragraphs 1 – 3</i> <b>Reading V:</b> <i>Narratives</i>  Word processing skills (spacing, spell check, proofreading, indentation etc.)	Writing samples Graphic organizers
1 <sup>st</sup> 5	<b>Writing Process:</b> Proofread: Reread and assess writing for clarity (writer’s circle, peer	Continue working on organization of writing. Have students complete peer workshop and edit each others work. Allow students to revise their work and give each other feedback on the	<b>A+ Writing V:</b> <i>Paragraphs 4-6</i>  <b>A+ Building</b>	Group work Writing samples and revisions Class book



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	<p>editing etc.) Editing: add and delete information/details to better elaborate on a stated central idea and to more effectively accomplish purpose. Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning.</p>	<p>corrections in order to better understand differences and to use each other as a tool in learning. Use a rubric to assess the quality of final project. Use students' completed personal narratives to create a book about the class.</p>	<p><b>Vocabulary V:</b> <i>Words in Context 1, 2</i></p>	
1 <sup>st</sup> 6	<p><b>Reading Process:</b> Establish purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems. Select, create and use graphic organizers to interpret material. Predict and support predictions with specific references to textual examples. Make critical comparisons across texts.</p>	<p>Each day, use a different type of high interest literature to introduce and illustrate new reasons to read. Create and use graphic organizers to interpret texts. Provide students with a rubric of what they need to comprehend while reading small literature samples. Have students check off and write down each important aspect of the text that is provided. Allow ample time, do not grade on how long it took them, but what the student comprehended. Encourage students to read like detectives and make predictions about what they are reading. Compare and contrast the week's texts and discuss the purpose of material covered.</p>	<p><b>A+ Building Vocabulary V:</b> <i>Word Recognition</i> <i>What's In A Word?</i></p> <p><b>A+ Reading V:</b> <i>Compare and Contrast</i> <i>Root Words</i></p>	<p>Quiz Graphic organizers Class discussion</p>



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<p>1<sup>st</sup> 7</p>	<p><b>Reading Process:</b> Summarize the information in texts. Make inferences based on information in texts. Answer literal, inferential and evaluative questions to demonstrate comprehension.</p>	<p>After reading a high interest reading selection, have students answer the various forms of questions. Based on their knowledge from lecture, they should be able to distinguish between the four. Have students write their own questions and examples. Students should turn in a list of 3 questions which can later be used by the teacher to create a quiz on material covered. Suggestion: Ease into having them write questions about the reading by first asking them to write silly questions based on writing prompts.</p>	<p><b>A+ Reading V:</b> <i>Summarizing</i> <i>Common Expressions</i> <i>Generalizations</i></p>	<p>Original questions/ writing samples</p>
<p>1<sup>st</sup> 8</p>	<p><b>Reading Process:</b> Personal comprehension. List questions and search for answers within the text to construct meaning. Choose independent reading materials. Independently read books for various purposes (enjoyment, gain information etc.) Prepare writing for publication using computer software applications.</p>	<p>Allow students to explore the importance of reading by choosing their own text to read in class. Each book must be approved by the teacher prior to beginning project. Hand out a 5 W's organizer, as well as encourage students to create a list of questions and predictions about their book. Literature Show and Tell: Students should write and type a book report and/or create a poster or Power Point presentation about their book in addition to the preceding suggestions.</p>	<p><b>A+ Reading V:</b> <i>Context Clues 1, 2</i></p> <p><b>A+ Language Usage V:</b> <i>Word Application</i></p> <p>Microsoft Word Power Point</p>	<p>Organizers Writing Sample/ Show and Tell</p>



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1 <sup>st</sup> 9	<b>Reading Applications: Informational, Technical and Persuasive Text</b> Locating information (titles, headings, indexes, table of contents, online tools etc.) Comparing details Main ideas and supporting details	Provide study guide and review material prior to test. Introduce ways to locate information in texts. At the end of the week, take students to a Cleveland Public Library and hand out an information scavenger hunt. Have students explore various types of books (fiction, non-fiction, reference etc.)	<b>A+ Building Vocabulary V: <i>Testing Strategies</i></b>  <b>A+ Reading V: <i>Main Ideas</i></b>	Test Give students a take-home test if necessary. Give test orally/ individually to help eliminate test anxiety and focus on IEP needs of each student.
2nd 1	<b>Reading Applications: Informational, Technical and Persuasive Text</b> Cause and Effect Fact and Opinion <b>Acquisition of Vocabulary</b> Synonyms and Anonyms; Homophones, homonyms, and homographs	Make declarative statements (for instance, “Ghosts are real) and encourage students to use the internet to research fact versus opinion. Facilitate an organized debate on issues that cause controversy or disagreement.  Access online literacy tools at Scholastic.com and utilize the cause and effect worksheet, reading selection, and application. Get into groups or do independently.  Begin first novel as a class. Introduce the key elements to keep in mind while reading. Have students utilize graphic organizers to track their changes in thought and comprehension of text. Have students go through text with the help of a	<b>A+ Reading V: <i>Cause and Effect Fact and Opinion</i></b>	Quiz on locating information, main idea and comparing/ supporting details  Worksheets  Class discussion



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		teacher and highlight the important aspects of the text, followed by discussion, and important themes and concepts of the text.		
2nd 2	<p><b>Reading Applications: Informational, Technical and Persuasive Text</b> Analyze information Relevant /irrelevant information Identify and understand an author’s purpose for writing (to explain, entertain, inform etc.) Sequencing</p>	While reading the assigned novel, encourage students to weed out irrelevant information while preserving the main points. Use reader’s theater, literature circles, etc. to discuss point of view, plot and conflict in the novel. After teaching students that authors write for many reasons, including entertainment, take students to see a local play, preferably with young actors (try Cleveland Public Theater or Karamu House).	<p><b>A+ Reading V:</b> <i>Story Elements</i> <i>Purpose in Writing</i> <i>Narrative and Expository</i></p>	Creative project on class novel.
2nd 3	<p><b>Reading Applications: Literary Text</b> Character motivation Setting Plot sequence Point of view Summarize themes</p>	Have students analyze hands-on materials, like newspapers, magazine articles, various online reading sources, novels, etc...and identify the point of view that is used when reading/writing. Make a chart or poster board of the collection that the class comes up with. Have students select an excerpt and rewrite it, changing the point of view. Discuss the differences that a new point of view can create. As a creative way to practice using writing conventions, encourage students to write their own play, paying special attention plot and to character development. Assign a theme or	<p><b>A+ Reading V:</b> <i>Characterization</i> <i>Setting</i> <b>A+ Reading VI:</b> <i>Point of View</i></p>	Writing samples



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		allow students to generate one through brainstorming. Playwriting can be done as a class, in small groups, or individually. Suggestion: Assign roles, including stage managers and advertisers to include the shy students. Practice frequently, add props and costuming and perform the play for neighboring classes.		
2nd 4	<b>Reading Applications: Literary Text</b> Literary forms/genres: poetry, drama, chapter books, biographies, fiction and non-fiction	Ask students to bring in a copy of their favorite form of literature. Bring in your own examples of each type of literature to make sure that each type is represented. Compare and contrast each type. Discuss the purpose, form etc. of the different types. Based on reading done in class, have students choose an important theme, issue, experience, etc., that they can write about. This form of writing can be an article for a newspaper, a play, a short story, a poem, etc.... Suggestion: Feature a new form/genre every day!	<b>A+ Reading V: <i>Literary</i></b> <i>Forms 1</i> <i>Fiction</i> <i>Non-fiction</i> <i>Folktales and Fables</i>	Class discussion
2nd 5	<b>Reading Applications: Literary Text</b> Word choice Mood Figurative language: idioms, similes, hyperboles, metaphors and	Figurative Language Mural: hang a few large pieces of butcher paper around the classroom. Write “inspiring” similes or metaphors at the tops of each, some positive, some negative (ex: “...as cold as ice on a frigid day.”). Allow students to draw pictures that come to mind when imagining that mood.	<b>A+ Reading V:</b> <i>Figurative Language</i> <i>Connotation and</i> <i>Denotation</i>	Quiz



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	personification	Give examples of figurative language used in popular culture – students should brainstorm their own examples to show that they comprehend the uses and purpose of figurative language.		
2nd 6	<b>Reading Applications: Literary Text</b> Literary forms/genres <b>Writing Applications:</b> Produce informal writings (poems)	Introduce types of poetry – haiku, sonnet etc. Students should work on their own poetry (5-10 poems) independently in class and as homework. Use word processing software to create a poetry portfolio, complete with clip art.	<b>A+ Reading V: <i>Literary Forms 2-3</i></b> Word processor	Poetry portfolio
2nd 7	<b>Writing Applications</b> Write organized responses to literature that convey important and clear ideas	Have students begin to keep journals. Either assign a writing prompt daily or allow students to free write.	<b>A+ Writing V: <i>Journal Writing</i></b>	Test Journals/ writing samples
2nd 8	<b>Writing Conventions</b> Parts of speech: Singular and plural nouns Common and proper nouns Singular/plural possessive nouns	Encourage students to identify all of the parts of speech in a verse of their favorite song(s) (lyrics.com). Students can highlight each part of speech in a different color, or simply underline, circle, etc. words.	<b>A+ Language Usage V: <i>Nouns 1-3</i></b>	
2nd 9	<b>Writing Applications</b> Write letters that state the purpose, make requests or	Writing a friendly letter, business letter, thank you note and letter to the editor (on a current event).	<b>A+ Writing V: <i>Letters</i></b>	Writing samples



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	give compliments and use business letter format	Work on stating and supporting your opinion, organizing your reasons/points and logic. Introduce the idea of persuasive language. Suggestion: Have students write a letter to their hero/heroine after doing some internet research on or interviewing of that person.		
3 <sup>rd</sup> 1	<b>Writing Conventions</b> Parts of speech: verbs (Action verbs Direct objects Main verbs and helping verbs Linking verbs Present/past/future tense verbs Subject-verb agreement Irregular verbs)	Over the following weeks, create a “Parts of Speech” mobile as a class. With each new part, brainstorm new ways to represent nouns, verbs, etc. Create a game (Jeopardy, etc) to review parts of speech.	<b>A+ Language Usage V:</b> <i>Verbs 1-5</i> <i>Subject-Verb Agreement</i>	<b>Practice OATs now through April as needed.</b>  Quiz
3 <sup>rd</sup> 2	<b>Writing Conventions</b> Subject/object/ possessive pronouns Prepositions/ prepositional phrases	Introduce second novel to the class, preferably notably different than the first. Have students become familiar with the ability to gain prior knowledge (historical and otherwise) of the text before reading. Have students respond to this second novel in their journals. Focus on writing skills, listening to writing prompts, and using knowledge to help them relate this novel to their personal life and the world around them	<b>A+ Language Usage V:</b> <i>Pronouns 1-4</i> <i>Prepositions 1-2</i>	Journals/ writing samples



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3 <sup>rd</sup> 3	<b>Writing Conventions</b> Contractions	While reading the assigned text, compare with the first novel. How is the genre/style/ meaning different? Encourage students to look for parts of the book that relate to their own lives.	<b>A+ Language Usage IV:</b> <i>Contractions</i>  <b>A+ Reading V:</b> <i>Verbs and Contractions</i>	Class discussion
3 <sup>rd</sup> 4	<b>Writing Conventions</b> Capitalizing sentences Punctuating sentences Proper nouns Proper adjectives Commas	Make capitalization and punctuation fun! Begin writing a script for a short film. Just as with the play, pay special attention to plot and character development. Make sure that the film is distinctly different from the play (ex: if the play was a comedy, choose a historical/serious theme for the film). Allow students to work with each other on correcting grammar, punctuation etc. Suggestion: Actually film it!	<b>A+ Language Usage V:</b> <i>Capitalization</i> <i>Grammar Improvements</i> 2  <b>A+ Language Usage IV:</b> <i>Punctuation 1, 4, 7</i>	Writing samples Film
3 <sup>rd</sup> 5	<b>Writing Conventions</b> Adjectives Articles and demonstrative adjectives Proper adjectives Comparative adjectives	After wrapping up the film, take a trip to the art museum and allow students to view various types of art. Encourage students to use as many adjectives as possible to describe the art, and their reactions to it. Suggestion: Let them draw their reactions and write about it when they get back to school.	<b>A+ Writing V:</b> <i>Creative Writing 2</i>	Writing samples
3 <sup>rd</sup> 6	<b>Writing Conventions</b> Adverbs	Comparing with adverbs Adjective or adverb? – game Double negatives	<b>A+ Language Usage VI:</b> <i>Adverbs 1, 2</i>	Game
3 <sup>rd</sup> 7	<b>Writing Applications</b> Descriptive essay	Stress the importance of consistency while writing, explaining the main idea, and properly use technology and electronic resources to	<b>A+ Writing V:</b> <i>Essays 1</i> <i>Essays 4</i>	Essay



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		enhance the final product.		
3 <sup>rd</sup> 8	<b>Writing Conventions</b> Conjunctions Interjections	Teachers Choice	<b>A+ Language Usage V:</b> <i>Conjunctions</i> <i>Interjections</i>	Worksheets
3 <sup>rd</sup> 9	<b>Research</b> Choosing a topic Develop a research plan Create a list of questions Locate sources	Have students research at least three different career options, the growth rate of those jobs, the potential salary, education requirements etc. Have students create an informational pamphlet advertising each job choice. Suggestion: To wrap up the week, invite professionals to speak to students about various careers.	Word processor Search engines	Pamphlet
4 <sup>th</sup> 1	<b>Research</b> Identify important information Use notes, outlines, charts, tables or graphic organizers Define plagiarism	Have students research their own family history by interviewing family members and using online databases to locate familial information. Encourage them to include the details that are most important to them. Create family tree posters and display in hallway.	Word processor Search engines	Posters
4 <sup>th</sup> 2	<b>Research</b> Use a variety of communication techniques to present information	Allow students to choose their own topic of research in order to ensure their prolonged interest in the research process. Use internet resources to locate information, as well as books, newspapers, etc. Have students create open ended questions to help gain research and keep note cards or a folder to organize their work.	Word processor Search engines	Creative Presentation



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		<p>Explain the importance of validity when writing a research paper.</p> <p>Choose a form of documentation to use when creating a bibliography, works cited page, etc. Implement the writing process and peer editing to guarantee the quality behind the research paper.</p> <p>Students should come up with creative ways to share their research paper with the class (poster, speech, an original song, Powerpoint, etc)</p>		
4 <sup>th</sup> 3	<p><b>Acquisition of Vocabulary</b> Prefixes/suffixes Word origins Dictionary skills - guide words -correct definition -pronunciation -accent -syllabication Using an encyclopedia (print and computer).</p>	<p>Word study Discussion of the ways in words are created and influenced by other cultures. Create flashcards for common roots, prefixes and suffixes. Spelling/ Vocabulary words should be of Greek, Latin, Anglo Saxon origin.</p>	<p><b>A+ Reading V: Prefixes</b> <i>1, 2</i> <i>Suffixes 1, 2</i> <i>Root Words</i> <b>A+ Building Vocabulary V:</b> <i>Latin and Greek Roots</i> <b>A+ Building Vocabulary V:</b> <i>Dictionary Skills</i></p> <p>Funbrain.com</p>	Flashcards
4 <sup>th</sup> 4	<p><b>Acquisition of Vocabulary</b> Identify the meaning of abbreviations.</p>	<p>Continue making flashcards of new words. Reinforce the use of online tools to explore new words and how to find meanings of unknown words. Begin preparation for Middle School Spelling Bee</p>		Flashcards



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4 <sup>th</sup> 5	<b>Acquisition of Vocabulary</b>	Spelling Bee		
4 <sup>th</sup> 6	<b>Communication: Oral and Visual</b> Active listening strategies Interpret main idea and draw conclusions from oral/visual media Identify speaker’s purpose in presentations and visual media (to inform, to entertain, to persuade).	To work on active listening skills, read several lists of instructions to students and ask them to record what you say on paper (Example: How to Make a Peanut Butter and Jelly Sandwich: Step One...). Invite them to read their answers out loud and compare how their answers match up with your directions. Stress that remembering the main idea is often more important than the details.  Have students utilize their research skills to begin working on oral presentations – try a “How to-” or demonstration speech.		Writing samples Speech
4 <sup>th</sup> 7	<b>Communication: Oral and Visual</b>  Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas. Discuss how facts/opinions are used to shape opinions of audience. Deliver informational presentations (e.g., expository, research) that:	Speeches continue. Allow students the option when delivering speech. Express to students that they are able to give it to just the teacher, or present in a written form and read. Allow different outlets for students who may feel uncomfortable or unable to give a speech. Encourage students to politely evaluate peers and give positive feedback.		Speech



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	<p><b>a.</b> demonstrate an understanding of the topic and present events or ideas in a logical sequence;</p> <p><b>b.</b> support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;</p> <p><b>c.</b> include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare/contrastproblem-solution);</p> <p><b>d.</b> use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</p> <p><b>e.</b> draw from multiple sources and identify sources used.</p>			
4 <sup>th</sup> 8	<b>Communication: Oral and Visual</b>	Randomly assign topics for an investigative newspaper article. Teach students about bias,	<b>A+ Reading V:</b> <i>Propaganda and Bias</i>	Presentations Newspaper/



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	Deliver persuasive presentations that: <b>a.</b> establish a clear position; <b>b.</b> include relevant evidence <b>c.</b> follow common organizational structures	and how to report basic facts. Do short presentations on findings and begin to write short articles.		writing samples
4 <sup>th</sup> 9	<b>Communication: Oral and Visual</b>	Peer edit, type articles and print the paper for distribution.	Word Processor	Newspaper/ writing samples