

Priority Code
 E = Essential
 I = Important
 C = Compact

Outcome Code
 G = Cognition
 I = Interpretation
 S = Critical Stance
 N = Connections

5th Grade English Language Arts Prioritized Curriculum



Goals and Objectives	Priority	Time	Outcome	Essential Questions	Suggested Reading and Writing Activities	Resources	Assessments
Goal 1: The learner will apply enabling strategies and skills to read and write.					Objectives are developed through shared reading and writing, guided reading and writing (small groups), and teacher modeling (including read alouds).		
1.01 Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, and etymologies (word origins) to assist comprehension.	E	On-going	G	How do I use prefixes, suffixes, root words, and word origins to figure out words I don't know?	<ul style="list-style-type: none"> ■ Decode and analyze words using prefixes, suffixes, and root words to identify the meaning of new words ■ AR books ■ Play vocabulary games 	<ul style="list-style-type: none"> ■ Word Wall ■ Dictionaries ■ Thesauruses ■ Texts ■ Resource books ■ Wordly Wise ■ Vocabulary workshop ■ Vocabulary Power ■ AR books & programs 	<ul style="list-style-type: none"> ■ Informal observations of oral reading ■ AR test results ■ Program tests
1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.	E	Weekly	G	How do I use vocabulary in the text to help me understand what I read?	<ul style="list-style-type: none"> ■ Use stories to discuss concepts such as multiple meaning words and figurative language ■ Use contextual clues, word maps, and graphic organizers to develop and extend vocabulary 	<ul style="list-style-type: none"> ■ Texts ■ Transparencies ■ Workbooks ■ EOG test practice books ■ Workshops 	Vocabulary tests
1.03 Increases reading and writing vocabulary through: <ul style="list-style-type: none"> ■ wide reading. ■ word study. ■ word reference materials. ■ content area study. ■ writing process elements. ■ writing as a tool. ■ debate. ■ discussions. ■ seminars. ■ examining the author's craft. 	E	On-going	G	How can I increase my reading and writing vocabulary through wide reading, word study, word reference materials, content area study, writing process elements, writing as a tool, debate, discussions, seminars, and examining the author's craft?	<ul style="list-style-type: none"> ■ Incorporate AR Program ■ Involve students in reading a wide variety of genres ■ Reading games ■ Literature circles ■ Books on tapes 	<ul style="list-style-type: none"> ■ AR Program ■ Books on tape and guides ■ Book Clubs (like Scholastic) 	<ul style="list-style-type: none"> ■ Independent use of new words in speaking and writing ■ Small group discussions of reading material

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1.04 Use word reference materials (e.g., glossary, dictionary, thesaurus, on-line reference tools) to identify and comprehend unknown words.	C	Daily	G	How do I use a variety sources such as a glossary, dictionary, thesaurus, and on-line reference tools to help me learn new vocabulary?	<ul style="list-style-type: none"> ■ Create an individual dictionary and/or thesaurus of new words ■ Teacher made games (like concentration or scavenger hunt) 	<ul style="list-style-type: none"> ■ Dictionaries ■ Thesauruses ■ Computers 	Independent use of reference materials to locate the meaning of unfamiliar words
1.05 Read independently from self-selected materials (consistent with the student's independent reading level) to: <ul style="list-style-type: none"> ■ increase fluency. ■ build background knowledge. ■ expand and refine vocabulary. 	E	Daily	G	How can I select independent reading materials that increase fluency, vocabulary, and background knowledge?	<ul style="list-style-type: none"> ■ Utilize AR Program ■ "DEAR" Time ■ Tape individual students reading aloud ■ Peer modeling ■ Collaborative pairs 	<ul style="list-style-type: none"> ■ AR books ■ Media Center ■ Classroom library ■ Tape recorder ■ Book Clubs (like Scholastic) 	<ul style="list-style-type: none"> ■ AR test results ■ Conferencing ■ Teacher observation

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Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.					Objectives are developed through shared reading and writing, guided reading and writing (small groups), and teacher modeling (including read alouds).		
2.01 Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question.	E	On-going	G	What strategies do I use to make sure I understand what I am reading?	<ul style="list-style-type: none"> ■ Model strategies for thinking while reading ■ Literature circles ■ Thinking Maps graphic organizers ■ Response journals ■ Collaborative Pairs 	<ul style="list-style-type: none"> ■ Thinking Maps ■ Graphic Organizers ■ Texts 	<ul style="list-style-type: none"> ■ Graphic Organizers ■ Thinking Maps ■ Response journals ■ Use collaborative Pair-Share technique with partner to summarize materials
2.02 Interact with the text before, during, and after reading, listening, and viewing by: <ul style="list-style-type: none"> ■ making predictions. ■ formulating questions. ■ supporting answers from textual information, previous experience, and/or sources. ■ drawing on personal, literary, and cultural understandings. 	E	On-going		What questions and predictions about the text will help me understand better? How can I support my answers using textual information and/or prior knowledge?	<ul style="list-style-type: none"> ■ Use highlighters and sticky notes to provide evidence for answers ■ “HOTS” questions (Higher Order Thinking Skill) ■ literary circles to connect literature to personal and cultural experiences ■ K-W-L Charts ■ Graphic Organizers ■ SQ3R ■ PAIDEIA PROGRAM 	<ul style="list-style-type: none"> ■ TEXT ■ HOTS Cards ■ Paideia – workshops/materials 	<ul style="list-style-type: none"> ■ Conferencing ■ Graphic Organizers ■ Thinking Maps
2.03 Read a variety of texts, such as: <ul style="list-style-type: none"> ■ fiction (tall tales, myths). ■ nonfiction (books of true experience, newspaper and magazine articles, schedules). ■ poetry (narrative, lyric, and cinquains). ■ drama (plays and skits). 	E	On-going		How do I identify the characteristics of the different genres?	<ul style="list-style-type: none"> ■ Read aloud from a variety of genres ■ Reading centers ■ Literary circles ■ SSR ■ Student recommendations 	<ul style="list-style-type: none"> ■ Basal text ■ Media Center ■ Classroom Library ■ Public Library ■ Junior Book Challenge List 	<ul style="list-style-type: none"> ■ Conferencing ■ Teacher made assessments

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<p>2.04 Identify elements of fiction and nonfiction and support by referencing the text to determine the:</p> <ul style="list-style-type: none"> ■ plot development ■ author's choice of words ■ effectiveness of figurative language (e.g., personification, flashback) 	E	On-going	G	<p>What evidence can I find in fiction text to determine plot development? How does the author's use of figurative language affect the text?</p> <ul style="list-style-type: none"> ■ personification ■ flashback ■ similes ■ metaphors ■ idioms ■ hyperbole ■ alliteration ■ onomatopoeia ■ foreshadowing 	<ul style="list-style-type: none"> ■ Locate examples of these in text and then illustrate use ■ Discuss how figurative language relates to plot development ■ Create a literature project with an AR book to locate examples of figurative language ■ Complete flow map of events to illustrate plot 	<ul style="list-style-type: none"> ■ Text ■ Blast Off ■ Coach ■ Competitive Edge ■ Media Center ■ Classroom library ■ Study Island ■ Compass Learning ■ AR Program 	<ul style="list-style-type: none"> ■ Graphic organizers ■ Testlets ■ Rubric for project ■ Computer generated tests ■ AR reports
<p>2.05 Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s).</p>	E	On-going	S	<p>How can I use the text to make inferences, draw conclusions, and make generalizations?</p>	<ul style="list-style-type: none"> ■ Draw conclusions based on evidence directly or indirectly stated in the text ■ Classify pictures, objects, and words and tell or write the reason for sorting ■ Prediction Tree ■ Model (graphic organizer) ■ Read alouds and discussions 	<ul style="list-style-type: none"> ■ Learning-Focused Strategies notebook ■ Coach ■ Competitive Edge ■ Blast Off ■ Graphic organizers ■ Quality literature (ex., <u>Tuck Everlasting</u>) 	<ul style="list-style-type: none"> ■ Teacher observation ■ Graphic organizer
<p>2.06 Analyze choice of reading materials congruent with purposes (e.g., reading for information, reading to extend content area learning, reading for pleasure, entertainment).</p>	E	Ongoing	I	<p>How do I choose the appropriate material to address my "essential question?"</p>	<ul style="list-style-type: none"> ■ Identify the purpose for reading and write the purpose on a note card to use as a bookmark ■ Read aloud ■ Use related Science and Social Studies topics to fit the purpose for reading 	<ul style="list-style-type: none"> ■ Media Center ■ Classroom library ■ Student texts ■ Variety of genres 	<ul style="list-style-type: none"> ■ Teacher observation ■ Conferencing ■ "ticket out the door" (Learning Focus)

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2.07 Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text(s), and graphics.	E	On-going	N	How do I evaluate the information in a text?	<ul style="list-style-type: none"> ■ Class discussion ■ Response journals ■ Debate – begin with a question that does not have a right or wrong answer (Should students wear uniforms?), record ideas to support or refute the statement 	<ul style="list-style-type: none"> ■ Newspapers ■ Periodicals ■ Internet 	<ul style="list-style-type: none"> ■ Graphic organizers ■ Response journals ■ Teacher observation
2.08 Explain and evaluate relationships that are: <ul style="list-style-type: none"> ■ casual. ■ hierarchical. ■ temporal. ■ problem-solving. 	E	On-going	G	What information will help me understand and explain _____ <ul style="list-style-type: none"> ■ cause and effect? ■ sequential order? ■ setting (time and place)? ■ problem-solving? 	<ul style="list-style-type: none"> ■ Graphic organizers ■ K-W-L charts ■ Teacher made cause/effect card game ■ Perform skits and have other classmates identify cause and effect within skit ■ Cut apart comics, stories, and visuals to find sequences 	<ul style="list-style-type: none"> ■ Graphic organizers ■ Comic strips ■ Resource books 	Teacher observation
2.09 Listen actively and critically by: <ul style="list-style-type: none"> ■ asking questions. ■ delving deeper into the topic. ■ elaborating on the information and ideas presented. ■ evaluation information and ideas. ■ making inferences and drawing conclusions. ■ making judgments. 	I	On-going	S	Do I demonstrate the qualities of an active listener?	<ul style="list-style-type: none"> ■ Conversation stems (teacher or peer directed) ■ Changing story ending and/or extending story lines ■ Play “what’s in the box?” (ask question that can be answered yes or no to figure out mystery items) 	<ul style="list-style-type: none"> ■ Children’s literature ■ Mystery items and box 	Teacher observation
2.10 Identify strategies used by a speaker or writer to inform, entertain, or influence an audience.	E	On-going	I	How can I tell if the speaker or author is informing, entertaining, or persuading the audience?	<ul style="list-style-type: none"> ■ Use different genres to determine the author’s purpose ■ Use newspapers for a group activity in finding examples of articles written to inform, entertain, or persuade. 	<ul style="list-style-type: none"> ■ Newspaper ■ Guest speakers 	<ul style="list-style-type: none"> ■ Teacher observation ■ Teacher made tests

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Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.					Objectives are developed through shared reading and writing, guided reading and writing (small groups), and teacher modeling (including read alouds).		
3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> ■ analyzing word choice and content. ■ examining reasons for a character's actions, taking into account the situation and basic motivation of the character. ■ creating and presenting a product that effectively demonstrates a personal response to a selection or experience. ■ examining alternative perspectives. 	E	On-going	S N	<p>How did the author's word choice help me understand and respond to the passage?</p> <p>What were the reasons for the character's actions?</p> <p>What product can I create in response to the selection?</p> <p>How do my personal experiences and background influence my response to the selection?</p>	<ul style="list-style-type: none"> ■ Think of a different perspective to take on the subject from an article, then rewrite the article from a new perspective ■ Develop character maps ■ Write a new ending or conclusion ■ Participate in role playing 	<ul style="list-style-type: none"> ■ Write from the Beginning ■ Graphic organizers ■ Thinking Maps 	<ul style="list-style-type: none"> ■ Teacher made rubrics ■ Response journals
3.02 Make connections between by recognizing similarities and difference based on a common lesson, theme, or message.	I	On-going	N	<p>What is the lesson, theme, or message in the text?</p> <p>How can the theme be compared/contrasted to those of other stories?</p>	<ul style="list-style-type: none"> ■ Read various selections dealing with the same lesson, theme, or message ■ Use Double Bubble and Venn Diagram to compare/contrast two books ■ Participate in unit on fables 	<ul style="list-style-type: none"> ■ Student texts ■ Classroom sets of novels ■ Competitive Edge ■ Thinking Maps ■ Media Center ■ Aesop's Fables 	<ul style="list-style-type: none"> ■ Teacher made rubrics ■ Teacher observation

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3.03 Justify evaluation of characters and events from different selections by citing supporting evidence in the text(s).	E	On-going	S	What evidence in the text helps me compare characters and events?	<ul style="list-style-type: none"> Use graphic organizers that support compare/contrast and cause/effect to evaluate the characters and events Discuss attributes of different characters and how characters change or grow throughout a story and why 	<ul style="list-style-type: none"> Student textbooks Testlets Coach Competitive Edge Reading Series Trade Books 	<ul style="list-style-type: none"> Teacher observation Teacher made rubric to assess graphic organizer NCDPI testlets Coach
3.04 Make informed judgments about television, radio, video/film productions, and other electronic mediums and/or formats.	C	On-going	G	What information can I use to evaluate, draw inferences, and make judgments about television, radio, video/film productions and other electronic mediums?	<ul style="list-style-type: none"> View TV commercials and listen to radio spots, use compare/contrast graphic organizers to organize the information Complete a persuasive writing product and share with the class Use 2-3 different resources (books, videos, CD's, Internet) to gather information about the same topic and tell three ways the information is different 	<ul style="list-style-type: none"> Student anthologies Computer lab Videos Graphic organizers 	<ul style="list-style-type: none"> Teacher observation Participation in class discussion evaluating and/or making judgments about a program which I heard
3.05 Integrate main idea and supporting details from multiple sources to expand understanding of texts.	E	On-going	S N	How do I identify main idea and supporting details to help me understand the meaning of a text?	<ul style="list-style-type: none"> Practice finding main idea and supporting details in paragraphs in class, small group, and individual situations Use graphic organizers 	<ul style="list-style-type: none"> Texts Trade Books Teacher made practice sheets 	<ul style="list-style-type: none"> Teacher observation Teacher conferences Teacher-made tests

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3.06 Conduct research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).	C	On-going	N	How do I use a variety of sources: <ul style="list-style-type: none"> ■ print ■ non-print texts ■ artifacts ■ people ■ libraries ■ databases ■ computer networks to do research for projects? 	<ul style="list-style-type: none"> ■ Scavenger hunts ■ Use resources to write and present a product on topic of choice ■ Graphic organizers to plan research 	<ul style="list-style-type: none"> ■ Newspapers ■ Magazine ■ Libraries (public and school) ■ Computers ■ Community people ■ Media specialists ■ Graphic organizers 	<ul style="list-style-type: none"> ■ Student product ■ Teacher observation ■ Graphic organizers ■ Teacher rubric
3.07 Make informed judgments about: <ul style="list-style-type: none"> ■ bias. ■ propaganda. ■ stereotyping. ■ media techniques. 	E	On-going	S G	How do I identify propaganda, stereotyping, and media techniques?	<ul style="list-style-type: none"> ■ After reading a selection, the teacher will explain how bias, propaganda, stereotyping, etc. are shown in the text 	<ul style="list-style-type: none"> ■ DARE ■ Newspapers ■ Magazines ■ TV 	<ul style="list-style-type: none"> ■ Teacher observation ■ Student collections

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Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.					Objectives are developed through shared reading and writing, guided reading and writing (small groups), and teacher modeling (including read alouds).		
4.01 Read aloud grad-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.	I	On-going	G	What should I do when I read aloud to make the passage more interesting to my audience?	<ul style="list-style-type: none"> ■ Individual conferencing ■ Choral reading ■ Partner reading ■ Practice reading with tape recorder ■ Teacher modeling ■ Demonstrating oral presentation skills 	<ul style="list-style-type: none"> ■ Media Center ■ Classroom Libraries ■ Tape recorder ■ Blank tapes 	<ul style="list-style-type: none"> ■ Oral reading ■ Teacher observation ■ Rape recordings ■ Class discussion and participation
4.02 Use oral and written language to: <ul style="list-style-type: none"> ■ formulate hypotheses. ■ evaluate information and ideas. ■ present and support arguments. ■ influence the thinking of others. 	E	On-going	S	How can I use oral and written language to influence or express my feelings, opinions, and ideas and also influence the thinking of others?	<ul style="list-style-type: none"> ■ Class debated ■ Role play ■ Writing activities: <ul style="list-style-type: none"> ❖ Book reports ❖ Journals ❖ Reading responses ❖ Letters ❖ Ads ❖ Posters 	<ul style="list-style-type: none"> ■ Newspapers ■ Write from the Beginning ■ Magazines 	<ul style="list-style-type: none"> ■ Student products ■ Rubrics
4.03 Make oral and written presentations to inform or persuade selecting vocabulary for impact.	I	On-going	S N	How can I plan, prepare, and present oral and written presentations that inform or persuade my audience?	<ul style="list-style-type: none"> ■ Graphic organizers to plan, prepare, and present a report in science or social studies on a unit studied ■ Create a message Board of Education debates ■ Study advertisements ■ Study persuasive <ul style="list-style-type: none"> ❖ Vocabulary ❖ Connotation ❖ Denotation 	<ul style="list-style-type: none"> ■ Write from the Beginning ■ Thinking Maps ■ Media Center ■ Internet ■ TV ■ Magazines ■ Newspapers 	<ul style="list-style-type: none"> ■ Teacher observation ■ Rubric for finished written or oral product

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4.04 Select a self-evaluated composition for publication and justify rationale for selection.	C	Occasionally	S	Why do I select this composition to share with others?	<ul style="list-style-type: none"> ■ Work with the steps of the writing process to produce a written product to share with the class ■ Publish student work in various ways ■ Student self-selects story to share 	<ul style="list-style-type: none"> ■ Writing portfolio ■ Computer 	<ul style="list-style-type: none"> ■ Teacher observation of writing portfolio ■ Checklists
4.05 Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.	I	On-going	G	How do I decide what graphic organizer to use to plan and organize my written or spoken assignments?	<ul style="list-style-type: none"> ■ Use a variety of graphic organizers for a variety of subjects and audiences ■ Use Thinking Maps across the curriculum ■ Use Learning Focused Strategies notebook for more graphic organizers ■ Mini-lessons from Write from the Beginning 	<ul style="list-style-type: none"> ■ Thinking Maps ■ Learning Focused Strategies Notebook ■ Write form Beginning 	<ul style="list-style-type: none"> ■ Thinking Maps ■ Rubric for written or oral product ■ Teacher observation
4.06 Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.	E	On-going	G	How do I use graphic organizers to compose my rough draft?	<ul style="list-style-type: none"> ■ Use Thinking Maps and other graphic organizers in a variety of brainstorming situation across the curriculum ■ Modeling the writing process ■ Write a journal entry or letter based on a historical event 	<ul style="list-style-type: none"> ■ Thinking Maps ■ Learning-Focused Strategies ■ Media Center ■ Internet ■ Write from the Beginning 	<ul style="list-style-type: none"> ■ Thinking Maps ■ Rubric for written or oral product

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4.07 Compose a variety of fiction, nonfiction, poetry, and drama using self-selected topic and format (e.g., poetry, research reports, news articles, letters to the editor, business letters).	E	On-going	N	How do I write: <ul style="list-style-type: none"> ■ fiction? ■ nonfiction? ■ poetry? ■ drama? ■ research papers? ■ news articles? 	<ul style="list-style-type: none"> ■ Study genres of literature and the characteristics of each ■ Create classroom: <ul style="list-style-type: none"> ❖ newspaper ❖ poetry book ❖ nonfiction book ❖ drama ❖ etc. ■ Write a variety of short stories ■ Engage in role playing 	<ul style="list-style-type: none"> ■ Internet ■ Newspapers ■ Media Centers ■ Classroom Library ■ Student Portfolio ■ DARE 	<ul style="list-style-type: none"> ■ Teacher Observation ■ Rubric for each genre
4.08 Focus revision on target elements by: <ul style="list-style-type: none"> ■ improving word choice. ■ rearranging text for clarity. ■ creating simple and/or complex sentences for clarity or impact. ■ developing a lead, characters, or mood. 	E	On-going	G	How do I revise my paper?	<ul style="list-style-type: none"> ■ Partner help with revision ■ Teacher modeling on overhead ■ Practice sheets for finding mistakes in writing 	<ul style="list-style-type: none"> ■ Overhead projector ■ Transparencies ■ Write from the Beginning 	<ul style="list-style-type: none"> ■ Teacher conferences ■ Practice sheets ■ Rubric
4.09 Produce work that follows the conventions of particular genres (e.g., clarification, essay, feature story, business letter).	I	On-going	N	What are the characteristics of a specific genre?	<ul style="list-style-type: none"> ■ Share texts of varied genre with the class and discuss the elements or characteristics of each genre ■ Make a poster of the characteristics of a genre with examples 	<ul style="list-style-type: none"> ■ Media Center ■ Classroom Library ■ Write from the Beginning 	<ul style="list-style-type: none"> ■ Teacher observation ■ Conferences
4.10 Use technology as a tool to enhance and/or publish a product.	C	On-going	N	How can I use technology to help me write and publish my paper?	<ul style="list-style-type: none"> ■ Create a PowerPoint presentation ■ Type finished product on computer ■ Research topics on the Internet 	<ul style="list-style-type: none"> ■ Computer ■ Computer Lab instructor 	<ul style="list-style-type: none"> ■ Teacher observation ■ Rubric for PowerPoint presentation

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Goal 5: The learner will apply grammar and language conventions to communicate effectively.					Objectives are developed through shared reading and writing, guided reading and writing (small groups), and teacher modeling (including read alouds).		
5.01 Consistently use correct capitalization (e.g., names of magazines, newspapers, organizations) and punctuation (e.g., colon to introduce a list, commas in apposition, commas used in compound sentences).	I	On-going	G	How do I use capital letters and punctuation marks when I write?	<ul style="list-style-type: none"> ■ Use mini-lessons to practice punctuation and capitalization ■ Daily grammar lessons ■ Use magazines and newspapers to cut out proper nouns ■ Daily sentence editing ■ Use practice sheets to edit writings ■ Peer editing ■ Teacher modeling on overhead 	<ul style="list-style-type: none"> ■ Text-language and spelling ■ Write from the Beginning ■ Compass Learning ■ Overhead projector 	<ul style="list-style-type: none"> ■ Student writings ■ Practice editing sheets ■ Teacher observation
5.02 Demonstrate understanding in speaking and writing by using: <ul style="list-style-type: none"> ■ troublesome verbs. ■ nominative, objective, and possessive pronouns. 	I	Ongoing	G	How do I use verbs, nouns, and pronouns correctly?	<ul style="list-style-type: none"> ■ Grammar lessons ■ Word walls ■ Competitions finding and writing lists of words ■ Recognizing nouns, verbs, and pronouns in texts ■ Mad Libs 	<ul style="list-style-type: none"> ■ Texts ■ Dictionaries ■ Newspapers ■ Magazines ■ Books 	<ul style="list-style-type: none"> ■ Student writing ■ Teacher observation ■ Oral presentations

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5.03 Elaborate information and ideas in speaking and writing by using: <ul style="list-style-type: none"> ■ prepositional phrases. ■ transitions. ■ coordinating and/or subordinating conjunctions. 	I	On-going	G	How do I use prepositional phrases, transitions, and coordinating and/or subordinating conjunctions to elaborate my speaking and writing?	<ul style="list-style-type: none"> ■ Use editing process to add prepositional phrases, transitions, and conjunctions to student writings ■ Grammar lessons and practices ■ Share examples of works ■ Identify prepositional phrases, transitions, and conjunctions in writings/reading 	<ul style="list-style-type: none"> ■ Texts ■ Newspapers ■ Magazines ■ books 	<ul style="list-style-type: none"> ■ Student writing ■ Teacher observation
5.04 Determine the impact of word choice on written and spoken language.	I	On-going	N	How does my choice of words affect my written and spoken language?	<ul style="list-style-type: none"> ■ Word study of connotation and denotation ■ Write persuasive letters and speeches ■ Thesaurus exercises 	<ul style="list-style-type: none"> ■ Books ■ Magazines ■ Newspapers ■ Thesaurus ■ Word Wall 	<ul style="list-style-type: none"> ■ Student writing ■ Teacher observation
5.05 Spell most commonly used words accurately using a multi-strategy approach to the learning of new spellings.	I	On-going	G	What strategies can I use to spell words?	<ul style="list-style-type: none"> ■ Word Wall ■ Word puzzles ■ Lists of words with prefixes and suffixes ■ Cut out words from newspapers with prefixes, suffixes, and plural endings ■ Explore dictionaries ■ Mnemonic devices 	<ul style="list-style-type: none"> ■ Dictionaries ■ Internet ■ Newspapers ■ Magazines 	<ul style="list-style-type: none"> ■ Student writing/editing ■ Spelling tests
5.06 Proofread for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors	I	On-going	G	What strategies do I use to proofread my spelling?	<ul style="list-style-type: none"> ■ Practice proofreading for spelling on overhead ■ Spell check ■ Make individual dictionary to record frequently misspelled words 	<ul style="list-style-type: none"> ■ Dictionaries ■ Teacher made transparencies ■ Computer 	Student writing/editing
5.07 Edit final product for grammar, language conventions, and format.	I	On-going	G	How do I edit my paper?	<ul style="list-style-type: none"> ■ Partner editing ■ Editing papers on overhead ■ Grammar lessons 	<ul style="list-style-type: none"> ■ Texts ■ Transparencies 	<ul style="list-style-type: none"> ■ Student oral/written language ■ Conferencing

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5th Grade English Language Arts Prioritized Curriculum



Goals and Objectives	Priority	Time	Outcome	Essential Questions	Suggested Reading and Writing Activities	Resources	Assessments
5.08 Create readable documents through legible handwriting and word processing.	C	On-going	N	Are my handwritten and word processing documents readable?	<ul style="list-style-type: none"> ■ Handwriting practice ■ Computer use ■ Share writing with peers ■ Bulletin board displaying student documents ■ Publish a class newsletter 	<ul style="list-style-type: none"> ■ Computer ■ Handwriting practice sheets ■ Bulleting board space 	Teacher conference