

Language Arts and Reading, Grade 5

Time on Task: 11 hours per week

Course Philosophy

Language Arts enables human beings to communicate with God and others. It reflects the orderly, creative, and highly relational nature of God from the realities of grammar and spelling to the insights of literature, reading, and writing. Good literature promotes critical thinking while pointing students to God, His creation, and Christian principles. In Language Arts the student will learn the importance of good communication through the skills of phonics, grammar, writing, spelling, and literature. The ultimate goal of language arts instruction is to develop students with a deep relationship to their Savior who are deep thinkers, eager readers, and articulate communicators.

Course Description

English Language Arts and Reading are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In fifth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

Goals and Objectives	Scope and Sequence	Spiritual Goals
<p>Texas Essential Knowledge and Skills (TEKS)</p> <p>§110.16. English Language Arts and Reading, Grade 5, Beginning with School Year 2009-2010.</p> <p>(a) Introduction.</p> <p>(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their</p>	<p><u>Foundations & Frameworks</u></p> <p>The developers of Foundations and Frameworks have designed each grade level with 12 units (10 in kindergarten, 13 in 1st grade) featuring a primary skill and a secondary skill. A set of mini units is also included at each grade level and can be taught at a time conducive to the individual teacher's schedule. Each unit consists of a read aloud book in</p>	<p>God's intended purpose for language arts:</p> <ol style="list-style-type: none">1. To teach the child to read the Scripture for himself.2. To enable the student to relate story content to Biblical truths.3. To recognize the character traits that lead to a godly, Christian life.4. To develop a deep respect for God and His Word.5. To teach the child to analyze the words of Scripture for himself.6. To teach the child that just as there is a logic and order in phonics/spelling, there is a logic and order in God's

<p>own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In fifth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.</p> <p>(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.</p> <p>(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.</p> <p>(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.</p> <p>(C) During initial stages of English development, ELLs are</p>	<p>which the teacher models thinking aloud. A pattern statement, a visual tool, and a series of process questions are presented through the read aloud. Students then choose (see attached list) a Foundations and Frameworks selected book and begin practicing the skill. The student's work is written in a SPECS Log notebook (Space for Extending Comprehension Skills). Students are given a daily assignment and meet with the teacher in small reading groups. Upon completion of books, each group develops an Intellectual Art (large display of visual tool with book information) to share with the class. Assessments are then taken over each component of the unit. This sequence is followed with each unit taught.</p> <ul style="list-style-type: none"> • Sequence of Events <p>Nonfiction</p> <ul style="list-style-type: none"> • Main Idea & Supporting Details • Summarization • Cause & Effect • Referential Representation • Character (Story Element) • Questioning • Plot (Story Element) • Author's Purpose 	<p>plan</p> <ol style="list-style-type: none"> 7. To teach memorization skills of sounds and letters to train them in the memorization of Scripture. 8. To recognize the ability to communicate with one another and with God is part of His plan for our lives. 9. To acknowledge that God is concerned that communication be clear and easily understood. 10. To acknowledge that God recognizes writing as a powerful tool to influence people. God commanded others to write. 11. To recognize and understand that written doctrine and standards make consistency possible from person to person and from generation to generation. 12. To acknowledge the use of written materials in teaching make it possible for learners to review what has been presented in other ways and to study it more deeply. 13. To learn how to communicate with others and with God in a way that glorifies Him. 14. To learn to communicate in such a way as to draw men to Christ. 15. To learn the structure of our language so that the student is equipped to understand the things he reads and writes. 16. To learn accuracy and clarity of meaning so as not to cause misunderstanding in communication. 17. To learn truth through the positive
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expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.

- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 5 as described in subsection (b) of this section.
- (4) To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

Nonfiction

- Illustrations
- Main Idea & Supporting Details (Review)
- Setting (Story Element)
- Summarization
- Drawing conclusions
- Comparison & Contrast
- Context Clues
- Important Details
- Theme (Story Element)

Biography

- Fact & Opinion
- Summarization (Review)
- Problem Solving
- Allegory
- Figurative Language
- Literary Device: Exaggeration
- Genre: Poetry
- Literary Devices: Foreshadowing, Mood

Easy Grammar Grade 5

- Prepositions
- Verbs
- Nouns
- Adjectives
- Adverbs
- Pronouns
- Sentence Types
- Friendly Letter
- Interjections
- Conjunctions
- Sentences and Fragments
- Sentences and Run-ons
- Capitalization
- Punctuation

examples of literature and to expose, when appropriate, the error of man's thinking through negative examples of literature.

18. To equip the student to evaluate biblically ideas and attitudes in literature.
19. To learn to appreciate the gift of creativity in written and oral form.
20. To understand the thinking of men as represented in literature of different time periods.

Biblical Integration Truth Statements

1. *What is prime reality, the really real?*

God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13)

- a. God designed, created, and sustains His creation. (Genesis 1:1-31)
- b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12)
- c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5)
- d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25)
- e. God is personal and also triune- He is coequally and coeternally God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3)

2. *What is the nature of external*

	<ul style="list-style-type: none"> • Writing Sentences <p><u>Writer’s Stylus</u></p> <p>Prerequisites: Mechanics</p> <ul style="list-style-type: none"> • Grammar: sentence subject-verb identification • Grammar: sentence, run-on identification • Comma use: compound sentences • Comma use: appositives • Grammar: verb tense identification • Comma use: introductory phrases • Grammar: prepositional phrase identification • Comma use: complex sentences • Grammar: pronoun and antecedent identification • Comma use: adjectives in a series • Grammar: adverb identification • Comma use: compound-complex sentences • Grammar: verb identification • Comma use: parenthetical expressions • Comma use: quotations • Quotation mark use: quotations <p>Revision Element: Instruction</p>	<p><i>reality, that is, the world around us?</i></p> <ol style="list-style-type: none"> a. God is the source of everything and created the universe out of nothing. (Genesis 1:1) b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4) c. God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15) d. The universe reflects His glory. (Psalm 8:1, Psalm 19:1) <p>3. <i>What is a human being?</i></p> <ol style="list-style-type: none"> a. God created humans to know Him intimately and to have a loving relationship with Him. (Psalm 100:3) b. Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10) c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12) d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23) e. Sin is rebellion against God’s wishes and ways and this destroys our relationship with God. (Romans 8:7-8) f. God provides a way back to Himself through the death of His son Jesus (the second person of
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	<ul style="list-style-type: none"> • Sentence Content • Sentence starter: There and It • Subject and Verb Placement • Verb Tense • Prepositional Phrases • Antecedents • Adverbs • Redundancies • Word Repetition • Verbs as Nouns • Active/Passive Voice • Authenticity: Character <p>Genre Focus: Acquaintance & Analysis (A&A), Purpose</p> <ul style="list-style-type: none"> • Expository: Comparison • Expository: Step-by-Step How-to/How it Happens • Expository: Cause & Effect/Problem & Solution • Expository: Informative Report • Expository: Descriptive • Narrative • Communicative: Formal Letter • Expository: Persuasive <p>Additional: Mechanics</p> <ul style="list-style-type: none"> • Apostrophe use: possessives • Grammar: modifying phrase identification • Grammar: dangling phrase identification 	<p>the Trinity), on the cross. (John 3:16, Romans 6:23)</p> <p>g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</p> <p>4. <i>What happens to a person at death?</i></p> <p>a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)</p> <p>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</p> <p>c. Everyone chooses to honor and love Him by accepting Jesus as our Lord and Savior or makes a choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</p> <p>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</p> <p>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</p> <p>5. <i>Why is it possible to know anything at all?</i></p> <p>a. Human beings can both know the world around them and God Himself because God has built within them the capacity to do so and because He takes an active</p>
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	<ul style="list-style-type: none"> • Quotation mark use: titles • Vocabulary: suffix identification (deverbals) • Italic use: titles • Capitalization: publication titles • Capitalization: nationalities and languages • Capitalization: company and product names • Capitalization: institution/association names, events • Colon use: in sentence contexts • Semicolon use: in sentence contexts <p>Correlation with TEKS Foundations & Frameworks (F&F) Make Way for Books Clerestory Learning</p> <p><u>Easy Grammar Grade 5 (EG)</u> Easy Grammar Systems ISBN 978-0-936981-41-3</p> <p><u>Writer’s Stylus</u> Make Way for Books Clerestory Learning</p>	<p>role in communicating with them. (John 16:13)</p> <ol style="list-style-type: none"> b. God’s own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27) c. God reveals, Himself to us in two basic ways: by general revelation and by special revelation. (Exodus 3:2, Psalm 19:1-4) d. In general revelation, God speaks through the creation of the universe and through His word, the Bible. (2 Samuel 22:31, Psalm 19:1) <ul style="list-style-type: none"> ➤ The Bible is internally consistent and unified in its principles and claims. ➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold. ➤ It is relevant to all the cultures of the world e. Special revelation is God revealing Himself through supernatural ways. Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can.
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<p>(b) Knowledge and skills.</p> <p>(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. <i>Students are expected to</i> read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</p> <p>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. <i>Students are expected to:</i></p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;</p> <p>(C) produce analogies with known antonyms and synonyms;</p> <p>(D) identify and explain the meaning of common idioms, adages, and other sayings; and</p> <p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.</p> <p>(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. <i>Students are expected to:</i></p> <p>(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures;</p> <p>(B) describe the phenomena explained in origin myths from various cultures; and</p> <p>(C) explain the effect of a historical event or movement on the theme of a work of literature.</p> <p>(4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text</p>	<p>Spelling (S) edHelper.com</p> <p>F&F all units Required Individual Books</p> <p>F&F all units</p> <p>F&F Unit 10</p> <p>F&F Unit 5 Teacher-made Unit</p> <p>Teacher-made Unit</p> <p>F&F Unit 5</p> <p>Teacher-made Unit</p> <p>F&F Unit 6</p>	<p>Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can. (John 14:7)</p> <p>6. <i>How do we know what is right and wrong?</i></p> <p>a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4)</p> <p>b. There is an absolute standard by which all moral judgments are measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3)</p> <p>c. As a result of sin, morally, we have become less able to discern good and evil and less able to know God as He truly is. (Proverbs 1:7)</p> <p>d. God has revealed His standard in the various laws and principles expressed in the Bible. (Psalm 111:10)</p> <ul style="list-style-type: none"> ➤ He has dictated absolute moral truth to us. ➤ Every truth must conform to Biblical principles. ➤ Every choice must reflect God’s moral truth. ➤ We must promote, defend, and teach these truths to others. <p>7. <i>What is the meaning of human history?</i></p> <p>a. History is a meaningful sequence</p>
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<p>to support their understanding. <i>Students are expected to analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.</i></p> <p>(5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. <i>Students are expected to analyze the similarities and differences between an original text and its dramatic adaptation.</i></p> <p>(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. <i>Students are expected to:</i></p> <p>(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;</p> <p>(B) explain the roles and functions of characters in various plots, including their relationships and conflicts; and</p> <p>(C) explain different forms of third-person points of view in stories.</p> <p>(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. <i>Students are expected to identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.</i></p> <p>(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. <i>Students are expected to evaluate the impact of sensory details, imagery, and figurative language in literary text.</i></p> <p>(9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and</p>	<p>F&F Unit B Poetry</p> <p>Teacher-made Unit</p> <p>F&F Unit 6</p> <p>F&F Unit 2</p> <p>F&F Unit 12</p> <p>F&F Unit 12</p> <p>F&F Unit A Figurative Language</p>	<p>of events leading to the fulfillment of God's purposes for humanity. (Psalm 22:27-28, Psalm 47:3)</p> <p>b. History is going somewhere, directed toward a known end. (Matthew 25:34)</p> <p>c. History is a form of revelation, not only does God reveal Himself in history, but the very sequence of events is revelation. (Psalm 33:13-14, Psalm 47:9)</p> <p>d. History has meaning because God is behind all events, not only sustaining all things by His powerful word but also in all things working for the good of those who love Him. (Psalm 40:5, Romans 8:28)</p> <p><i>What should our response be to God? What were we made for?</i></p> <p>We were made to Love – Matthew 22:37, Worship – Romans 12:1, Obey – 2 John 6, and Give Glory – Psalm 96:3.</p>
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<p>produce evidence of their reading. <i>Students are expected to read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).</i></p> <p>(10) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. <i>Students are expected to draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.</i></p> <p>(11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. <i>Students are expected to:</i></p> <ul style="list-style-type: none"> (A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order; (B) determine the facts in text and verify them through established methods; (C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas; (D) use multiple text features and graphics to gain an overview of the contents of text and to locate information; and (E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres. <p>(12) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. <i>Students are expected to:</i></p> <ul style="list-style-type: none"> (A) identify the author's viewpoint or position and explain the 	<p>F&F all units SPECS Logs SSR (Sustained Silent Reading) Book Projects</p> <p>F&F Units 8</p> <p>F&F Units 1, 3</p> <p>F&F Unit 11</p> <p>F&F Units 1, 5, 9</p> <p>F&F Unit 11 Diagrams, Maps, Graphs, and Tables F&F Unit 5</p> <p>F&F Unit 12</p>	
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<p>basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; and</p> <p>(B) recognize exaggerated, contradictory, or misleading statements in text.</p> <p>(13) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. <i>Students are expected to:</i></p> <p>(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures; and</p> <p>(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.</p> <p>(14) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. <i>Students are expected to:</i></p> <p>(A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);</p> <p>(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news);</p> <p>(C) identify the point of view of media presentations; and</p> <p>(D) analyze various digital media venues for levels of formality and informality.</p> <p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. <i>Students are expected to:</i></p> <p>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p> <p>(B) develop drafts by choosing an appropriate organizational</p>	<p>F&F Unit 12</p> <p>F&F Unit 11</p> <p>F&F Diagrams, Maps, Graphs, and Tables</p> <p>Teacher-made Unit</p> <p>Teacher-made Unit</p> <p>Teacher-made Unit Teacher-made Unit</p> <p>WS All Units</p> <p>WS All Units</p>	
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<p>strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;</p> <p>(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;</p> <p>(D) edit drafts for grammar, mechanics, and spelling; and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p> <p>(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. <i>Students are expected to:</i></p> <p>(A) write imaginative stories that include:</p> <ul style="list-style-type: none"> (i) a clearly defined focus, plot, and point of view; (ii) a specific, believable setting created through the use of sensory details; and (iii) dialogue that develops the story; and <p>(B) write poems using:</p> <ul style="list-style-type: none"> (i) poetic techniques (e.g., alliteration, onomatopoeia); (ii) figurative language (e.g., similes, metaphors); and (iii) graphic elements (e.g., capital letters, line length). <p>(17) Writing. Students write about their own experiences. <i>Students are expected to</i> write a personal narrative that conveys thoughts and feelings about an experience.</p> <p>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. <i>Students are expected to:</i></p> <p>(A) create multi-paragraph essays to convey information about the topic that:</p> <ul style="list-style-type: none"> (i) present effective introductions and concluding paragraphs; (ii) guide and inform the reader's understanding of key 	<p>WS All Units</p> <p>WS All Units WS All Units</p> <p>Teacher-made Unit – How the Turkey Disguised Itself</p> <p>Teacher-made Unit</p> <p>Teacher-made Unit – Christmas Memory</p> <p>WS Unit 2</p>	
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<p>ideas and evidence;</p> <p>(iii) include specific facts, details, and examples in an appropriately organized structure; and</p> <p>(iv) use a variety of sentence structures and transitions to link paragraphs;</p> <p>(B) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing); and</p> <p>(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p> <p>(19) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. <i>Students are expected to</i> write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.</p> <p>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. <i>Students are expected to:</i></p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>(i) verbs (irregular verbs and active voice);</p> <p>(ii) collective nouns (e.g., class, public);</p> <p>(iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best);</p> <p>(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);</p> <p>(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;</p> <p>(vi) indefinite pronouns (e.g., all, both, nothing, anything);</p> <p>(vii) subordinating conjunctions (e.g., while, because, although, if); and</p>	<p>Teacher-made Unit – Letter to a Soldier</p> <p>F&F Small Groups</p> <p>Teacher-made Unit</p> <p>EG pp. 53-167</p> <p>EG pp. 181-265</p> <p>EZ pp. 291-339</p> <p>EG pp. 367-425</p> <p>EG pp. 1-48</p> <p>EG pp. 449-491</p> <p>EG pp. 529-531</p>	
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<p>(viii) transitional words (e.g., also, therefore);</p> <p>(B) use the complete subject and the complete predicate in a sentence; and</p> <p>(C) use complete simple and compound sentences with correct subject-verb agreement.</p> <p>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.</p> <p><i>Students are expected to:</i></p> <p>(A) use capitalization for:</p> <p>(i) abbreviations;</p> <p>(ii) initials and acronyms; and</p> <p>(iii) organizations;</p> <p>(B) recognize and use punctuation marks including:</p> <p>(i) commas in compound sentences; and</p> <p>(ii) proper punctuation and spacing for quotations; and</p> <p>(C) use proper mechanics including italics and underlining for titles and emphasis.</p> <p>(22) Oral and Written Conventions/Spelling. Students spell correctly.</p> <p><i>Students are expected to:</i></p> <p>(A) spell words with more advanced orthographic patterns and rules:</p> <p>(i) consonant changes (e.g., /t/ to/sh/ in select, selection;/k/ to/sh/ in music, musician);</p> <p>(ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal); and</p> <p>(iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation);</p> <p>(B) spell words with:</p> <p>(i) Greek Roots (e.g., tele, photo, graph, meter);</p> <p>(ii) Latin Roots (e.g., spec, scribe, rupt, port, ject, dict);</p> <p>(iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist); and</p> <p>(iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence);</p>	<p>Teacher-made Unit WS Unit 1 EG p. 315</p> <p>EG pp. 647-657</p> <p>EG pp. 537-538, 548-549 EG pp. 537-538, 548-549 EG pp. 551-553, 555-559</p> <p>EG pp. 589-593 EG pp. 628-633 EG pp. 624-627, 632-633</p> <p>S Lists 2, 3, 8, 10, 13, 14, 15, 16, 18, 20 S Lists 2, 4, 6, 9, 11, 12, 13, 19, 20</p> <p>S Lists 5, 7, 11, 12, 15, 16, 17</p> <p>Teacher-made Lists</p>	
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<p>(C) differentiate between commonly confused terms (e.g., its, it's; affect, effect);</p> <p>(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and</p> <p>(E) know how to use the spell-check function in word processing while understanding its limitations.</p>	<p>EG pp. 73-75</p> <p>All S Lists</p> <p>Teacher-made Unit</p>	
<p>(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. <i>Students are expected to:</i></p> <p>(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and</p> <p>(B) generate a research plan for gathering relevant information about the major research question.</p>	<p>Teacher-made Unit</p> <p>Teacher-made Unit</p> <p>Teacher-made Unit</p>	
<p>(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. <i>Students are expected to:</i></p> <p>(A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;</p> <p>(B) differentiate between primary and secondary sources;</p> <p>(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;</p> <p>(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and</p> <p>(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>	<p>Teacher-made Unit</p> <p>Teacher-made Unit Teacher-made Unit</p> <p>Teacher-made Unit</p> <p>Teacher-made Unit</p>	
<p>(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. <i>Students are expected to:</i></p> <p>(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and</p>	<p>Teacher-made Unit</p>	

<p>(B) evaluate the relevance, validity, and reliability of sources for the research.</p> <p>(26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. <i>Students are expected to synthesize the research into a written or an oral presentation that:</i></p> <p>(A) compiles important information from multiple sources;</p> <p>(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;</p> <p>(C) presents the findings in a consistent format; and</p> <p>(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).</p> <p>(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. <i>Students are expected to:</i></p> <p>(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;</p> <p>(B) follow, restate, and give oral instructions that include multiple action steps; and</p> <p>(C) determine both main and supporting ideas in the speaker's message.</p> <p>(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. <i>Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</i></p> <p>(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. <i>Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by</i></p>	<p>Teacher-made Unit</p> <p>Teacher-made Unit Teacher-made Unit</p> <p>Teacher-made Unit Teacher-made Unit</p> <p>F&F Small Groups</p> <p>F&F Small Groups</p> <p>F&F Small Groups</p> <p>F&F Small Groups Book Projects</p> <p>F&F Small Groups</p>	
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identifying points of agreement and disagreement.

Student Activities

- Role Play
- Games/Puzzles
- Stories
- Songs
- Projects
- Cooperative Learning
- Journaling
- Graphic Organizers
- Small Groups
- Drawing
- Manipulatives
- Writer's Workshop
- Portfolio

Teaching Strategies

- Direct Instruction
- Open-ended Questions
- Discussion
- Demonstration
- Brainstorming
- Problem Solving
- Read Aloud
- Facilitating
- Cooperative Learning

Evaluation Procedures

- Observation
- Class Participation
- Quizzes/Tests
- Projects
- Reports
- Survey (oral/written)
- Portfolio

	Other Resources and Bibliography None	
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