**Class Title: English
Grade Level: Fifth**

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| Nine Weeks: 1st Unit: Capitalization  |
| Concepts/Content | Desired Outcomes |
| * Rule #1: Capitalize the first word
* Rule #2: Capitalize names, initials, and titles of people
* Rule #3: Capitalize designations of time
* Rule #4: Capitalize the names of places
* Rule #5: Capitalize names of other nouns and proper adjectives
 | * **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
* Identify and make corrections to capitalization errors in writing during the editing process
* Appropriately use and apply the 5 capitalization rules to every day writing
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**Class Title: English
Grade Level: Fifth**

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| Nine Weeks: 1st Unit: Paragraphing |
| Concepts/Content | Desired Outcomes |
| * Why paragraphing is important and how to use paragraphs
* Paragraphing vocabulary terms and definitions:
* Paragraph
* Topic sentence
* Key word(s)
* Supporting sentences
* Supporting details
* Conclusion
* Signal words/transition words
* The parts of the paragraph
* Proofreading, editing, and revising of writing
 | * **Write opinion pieces on topics or texts, supporting a point of view with reasons and information:**
* Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose
* Provide logically ordered reasons that are supported by facts and details
* Link opinion and reasons using words, phrases, and clauses
* Provide a concluding statement or section related to the opinion presented
* **Write informative/expository texts to examine a topic and convey ideas and information clearly:**
* Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension
* Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
* Link ideas within and across categories of information using words, phrases, and clauses
* Use precise language and domain-specific vocabulary to inform about or explain the topic
* Provide a concluding statement or section related to the information or explanation presented
* **Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:**
* Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
* Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations
* Use a variety of transitional words, phrases, and clauses to manage the sequence of events
* Use concrete words and phrases and sensory details to convey experiences and events precisely
* Provide a conclusion that follows from the narrated experiences or events
* **Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
* **With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach**
* **With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting**
* **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences**
* **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking**
* **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing**
* **Use knowledge of language and its conventions when writing, speaking, reading, or listening**
* **Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships**
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**Class Title: English
Grade Level: Fifth**

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| Nine Weeks: 1st Unit: 4 Types of Sentences |
| Concepts/Content | Desired Outcomes |
| * Each type of sentence, its purpose, and the appropriate punctuation
* Declarative
* Interrogative
* Exclamatory
* Imperative
* Using each type of sentence in every day writing
 | * **Write opinion pieces on topics or texts, supporting a point of view with reasons and information**
* **Write informative/expository texts to examine a topic and convey ideas and information clearly**
* **Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences**
* **Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience**
* **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences**
* **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking**
* **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing**
* **Use knowledge of language and its conventions when writing, speaking, reading, or listening**
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**Class Title: English
Grade Level: Fifth**

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| Nine Weeks: 1st to 2nd Unit: Run-on Sentences, Sentence Fragments, & Improperly Joined Sentences |
| Concepts/Content | Desired Outcomes |
| * Identifying run-on sentences, sentence fragments, and improperly joined sentences in writing
* Developing new sentences from run-on sentences, sentence fragments, and improperly joined sentences in writing
* Avoiding the use of run-on sentences, sentence fragments, and improperly joined sentences in writing
* Composing various pieces of text without using run-on sentences, sentence fragments, and improperly joined sentences
* Simple and complete subjects
* Simple and complete predicates
 | * **Write opinion pieces on topics or texts, supporting a point of view with reasons and information**
* **Write informative/expository texts to examine a topic and convey ideas and information clearly**
* **Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences**
* **Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience**
* **With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach**
* **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences**
* **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking**
* **Use knowledge of language and its conventions when writing, speaking, reading, or listening**
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**Class Title: English
Grade Level: Fifth**

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| Nine Weeks: 2nd Unit: Narrative Writing |
| Concepts/Content | Desired Outcomes |
| * What narrative writing is and its purpose
* Narrative story including all the key elements (i.e., plot, character, setting, conflict/resolution, transitions, dialogue, etc.)
* Narrative story using appropriate subject-verb agreement and correct verb tenses throughout
* 3 Smiley Face Tricks (figurative language, Magic 3, and hyphenated modifier)
* Peer editing a partner’s essay to look for errors and all the key elements of the story
* Give constructive criticism and suggestions on ways to improve a partner’s story
* Use a partner’s peer editing criticism to make revisions to one’s own narrative story
* Type the story using appropriate keyboarding skills
* The writing process
 | * **Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:**
* Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
* Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations
* Use a variety of transitional words, phrases, and clauses to manage the sequence of events
* Use concrete words and phrases and sensory details to convey experiences and events precisely
* Provide a conclusion that follows from the narrated experiences or events
* **Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
* **With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach**
* **With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting**
* **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences**
* **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking**
* **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing**
* **Use knowledge of language and its conventions when writing, speaking, reading, or listening**
* **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly**
* **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings**
* **Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships**
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**Class Title: English
Grade Level: Fifth**

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| Nine Weeks: 2nd Unit: Parts of Speech—Nouns  |
| Concepts/Content | Desired Outcomes |
| * A noun and its purpose
* Common and proper nouns
* Concrete and abstract nouns
* Using nouns appropriately in writing with correct capitalization
 | * **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking**
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**Class Title: English
Grade Level: Fifth**

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| Nine Weeks: 3rd Unit: Pronouns |
| Concepts/Content | Desired Outcomes |
| * Pronouns and their function in a sentence:
* Personal pronouns
* Possessive pronouns
* Changing nouns into pronouns to prevent noun repetition
* Using pronouns appropriately in writing
 | * **Demonstrate commands of the conventions of standard English grammar and usage when writing or speaking**
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**Class Title: English
Grade Level: Fifth**

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| Nine Weeks: 3rd Unit: Verbs |
| Concepts/Content | Desired Outcomes |
| * Verbs and their purpose
* Action verbs
* Helping verbs
* Linking verbs
* Various verb tenses and how they affect sentence meanings
* Locate and correct inappropriate verb tense usage during the editing process of writing
* Using verbs appropriately in writing
 | * **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:**
* Form and use the perfect verb tenses
* Use verb tense to convey various times, sequences, states, and conditions
* Recognize and correct inappropriate shifts in verb tense
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**Class Title: English
Grade Level: Fifth**

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| Nine Weeks: 3rd Unit: Adjectives |
| Concepts/Content | Desired Outcomes |
| * Adjectives and their purpose in writing:
* Regular adjectives
* Proper adjectives
* Comparative adjectives
* Superlative adjectives
* Understanding the adjective questions:
* How many?
* Which one?
* What kind?
 | * **Demonstrate commands of the conventions of standard English grammar and usage when writing or speaking**
 |

**Class Title: English
Grade Level: Fifth**

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| Nine Weeks: 3rd Unit: Adverbs |
| Concepts/Content | Desired Outcomes |
| * Adverbs and their purpose in writing
* Various ways adverbs are used in a sentence
* Understanding the adverb questions:
* How?/In what manner?
* When?/How often?
* Where?/In what direction?
* Why?/Under what condition?
* Adverbial phrases
* Using adverbs to add detail to writing
 | * **Demonstrate commands of the conventions of standard English grammar and usage when writing or speaking**
 |

**Class Title: English
Grade Level: Fifth**

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| Nine Weeks: 3rd Unit: Conjunctions |
| Concepts/Content | Desired Outcomes |
| * Conjunctions and their function in a sentence
* Using conjunctions appropriately in writing
* Coordinating conjunctions
* Correlative conjunctions
 | * **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:**
* Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences
* Use correlative conjunctions
 |

**Class Title: English
Grade Level: Fifth**

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| Nine Weeks: 3rd Unit: Interjections |
| Concepts/Content | Desired Outcomes |
| * Interjections and their functions
* How interjections put emphasis on the meaning of a sentence
 | * **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:**
* Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences
 |

**Class Title: English
Grade Level: Fifth**

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| Nine Weeks: 3rd Unit: Prepositions |
| Concepts/Content | Desired Outcomes |
| * Prepositions and their purpose in writing
* Prepositional phrases and their purpose in writing
 | * **Demonstrate commands of the conventions of standard English grammar and usage when writing or speaking**
 |

**Class Title: English
Grade Level: Fifth**

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| Nine Weeks: 3rd to 4th Unit: Persuasive/argumentative Writing |
| Concepts/Content | Desired Outcomes |
| * What persuasive writing is and its purpose
* Persuasive essay including all the key elements (i.e., topic, opinion, facts/research/reasons, rebuttal statement, etc.)
* Conducting research through a variety of printed and digital sources
* Include a direct quote from a reliable source to give support
* Take notes and paraphrase information from various sources through research
* Peer editing a partner’s essay to look for errors and all the key elements of persuasive writing
* Give constructive criticism and suggestions on ways to improve a partner’s essay
* Use a partner’s peer editing criticism to make revisions to one’s own persuasive essay
* Create a works cited
* Type the essay using appropriate keyboarding skills
* The writing process
 | * **Write opinion pieces on topics or texts, supporting a point of view with reasons and information**
* **Recall relevant information from experience or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources**
* **Draw evidence from literary or informational texts to support analysis, reflection, and research**
* **Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
* **With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach**
* **With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting**
* **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences**
* **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking**
* **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing**
* **Use knowledge of language and its conventions when writing, speaking, reading, or listening**
* **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly**
* **Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships**
 |

**Class Title: English
Grade Level: Fifth**

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| Nine Weeks: 1st/4th Unit: Expository Writing |
| Concepts/Content | Desired Outcomes |
| * What expository writing is and its purpose
* Conducting research through a variety of printed and digital sources
* Biography flip book
* American Revolution letter
* Take notes and paraphrase information from various sources through research
* Include a direct quotation from a reliable source and punctuate it correctly
* Peer editing a partner’s work to look for errors and all the key elements of the expository writing
* Give constructive criticism and suggestions on ways to improve a partner’s expository writing
* Use a partner’s peer editing criticism to make revisions to one’s own expository writing
* Create a works cited
* Type the sections for the biography flip book using appropriate keyboarding skills
* The writing process
 | * **Write informative/explanatory texts to examine a topic and convey ideas and information clearly**
* **Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience**
* **With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach**
* **With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting**
* **Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic**
* **Recall relevant information from experience or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources**
* **Draw evidence from literary or informational texts to support analysis, reflection, and research**
* **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences**
* **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking**
* **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing**
* **Use knowledge of language and its conventions when writing, speaking, reading, or listening**
* **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly**
* **Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships**
 |

**Class Title: English
Grade Level: Fifth**

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| Nine Weeks: 4th Unit: Commas |
| Concepts/Content | Desired Outcomes |
| * Identifying and correcting comma errors in writing during the editing process
* Appropriately use and apply the comma rules to every day writing
* Separate items in a list of 3 or more
* Separate independent clauses when they are joined with a conjunction
* Separate a dependent clause from an independent clause
* Separate any word/phrase from the rest of the sentence that is not essential to the sentence’s meaning
* Separate a quotation from the rest of the sentence
* Separate an introductory element from the rest of a sentence
* Separate the name of a city from a country or state
* Separate the day of the week, the day of the month, and the year
 | * **Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing**
 |