**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 |

**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** |

**Class Title: English  
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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** |

**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** |

**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** |

**Class Title: English  
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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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| 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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| 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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| 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** |

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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** |

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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 |

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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 |

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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  
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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** |