

**English Language Arts Curriculum – Grade Five
Diocese of Cleveland
2013**

Language: Handwriting

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

DOC: English Language Arts, DOC: Grade 5, III: Writing Conventions

A. Handwriting

- 1. Write legibly in cursive; space letters and sentences appropriately.

Essential Questions

1. Why do we write in cursive?
2. Why is cursive handwriting important in this age of technology?
3. How do writers express their thoughts and feelings?
4. How does my choice of topics for writing demonstrate my Catholic faith and values?

Statement Regarding Handwriting. Manuscript handwriting, cursive handwriting, and keyboarding are means for communicating thoughts to others in a legible manner. These are not a content subject in themselves, but rather a part of the drafting and editing steps within the writing process. Correct formation, size, slant, and shape of letters in handwriting and proper hand placement for keyboarding should be modeled, taught, and reinforced at all grade levels. Formal cursive instruction begins in second grade and is reinforced in third and fourth grade. In fifth through eighth grades, cursive writing should be remediated and/or reinforced as needed. Keyboarding should be introduced in grade two with practice and reinforcement throughout the grades.

Content

The students will know

1. Cursive
2. Strokes
3. Undercurve
4. Downcurve
5. Overcurve
6. Slant
7. Legibility

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

- Throughout the year and in all writing activities, students will write using the cursive style. They will:
1. Space letters, words, and sentences appropriately.
 2. Use correct strokes to form letters including undercurve, downcurve, overcurve, and slant.
 3. Position papers properly, sit in a good writing position, and hold pencil with correct slant.
 4. Write uppercase and lowercase cursive alphabet legibly.
 5. Write fluidly and legibly in cursive handwriting.

Common Core Vocabulary

Additional Vocabulary

<ol style="list-style-type: none"> 1. Cursive 2. Strokes 3. Under curve 4. Down curve 5. Over curve 6. Slant 7. Legibility 	
Learning Experiences (Suggested)	Assessment (Suggested)
<ol style="list-style-type: none"> 1. Throughout the year, have students write using the cursive style and giving attention to: <ol style="list-style-type: none"> a. positioning papers properly b. sitting in a good writing position c. holding pencil with correct slant d. spacing letters and sentences appropriately e. writing legibly <p>Zaner-Bloser Handwriting</p>	<p>Using Cursive Handwriting Formative: Written Assessment Throughout the year, students will write using the cursive style and giving attention to:</p> <ol style="list-style-type: none"> a. positioning papers properly b. sitting in a good writing position c. holding pencil with correct slant d. spacing letters and sentences appropriately e. writing legibly
Resources (Suggested)	Catholic Identity
<ol style="list-style-type: none"> 1. iPad Resources 2. Internet Resources Zaner-Bloser Handwriting 	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Rights and Responsibilities <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security. ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

**English Language Arts Curriculum – Grade Five
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Language: Spelling

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

Essential Questions

1. Why is it important to use correct spelling?
2. How can usage of spelling rules and patterns improve written communication?
3. What are the benefits of using resources to improve my spelling?

Content

The students will know

1. Regularly used words
2. High-frequency words
3. Plural endings
4. Inflectional endings
5. Roots
6. Suffixes
7. Prefixes
8. Multi-syllabic words
9. Contractions
10. Compound words
11. Homophones
12. Spelling patterns
13. Spelling rules
14. Irregular words

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Spell regularly used and high-frequency words correctly.
2. Spell words studied correctly.
3. Spell plural and inflectional endings correctly.
4. Spell roots, suffixes, and prefixes correctly.
5. Spell multi-syllabic words correctly.
6. Spell contractions, compounds, and homophones correctly.
7. Use spelling patterns and rules correctly.
8. Spell irregular words.
9. Use reference materials, including dictionaries, as needed to check and correct spellings.
10. Write legibly in cursive handwriting.

Common Core Vocabulary

Additional Vocabulary

<ol style="list-style-type: none"> 1. Regularly used words 2. High-frequency words 3. Plural endings 4. Inflectional endings 5. Roots 6. Suffixes 7. Prefixes 8. Multi-syllabic words 9. Contractions 10. Compound words 11. Homophones 12. Spelling patterns 13. Spelling rules 14. Irregular words 	
Learning Experiences (Suggested)	Assessment (Suggested)
<ol style="list-style-type: none"> 1. Math Spelling Activity. Have the students work with a partner to write fractions for their spelling words. Have them write two fractions for each spelling word. For the first fraction, show the number of vowels in the word compared to the total number of letters. For the second fraction, show the number of consonants compared to the total number of letters. Share their fractions with the class. 2. Writing Poetry. Have students write a Haiku poem using their spelling words. The work should be in cursive, on construction paper, and ready to present to the class. 3. Text Spelling. Have students write each spelling word and the numbers they would press to text it to a friend. (Use the traditional 12 key pad.) The numbers should be written beneath the corresponding letters. Then have the students write only the numbers they would use to text the word and exchange papers and have the students correctly spell the word using the text numbers. 4. Word Webs. Using cursive writing, have students create a word web for 10 words. From the center, find 4 vivid, descriptive words for each of the spelling words. <p>Spelling City</p>	<p>Spelling Fractions Formative: Cooperative Group Work Students will work with a partner to write fractions for their spelling words. They will write two fractions for each spelling word. For the first fraction, show the number of vowels in the word compared to the total number of letters. For the second fraction, show the number of consonants compared to the total number of letters. Share their fractions with the class.</p> <p>Haiku Poetry Formative: Cooperative Group Work Students will write a Haiku poem using their spelling words. The work should be in cursive, on construction paper, and ready to present to the class.</p> <p>Text Spelling Formative: Class Work Students will write each spelling word and the numbers they would press to text it to a friend. (Use the traditional 12 key pad.) The numbers should be written beneath the corresponding letters. They will then write only the numbers they would use to text the word and exchange papers and have the student correctly spell the word using the text numbers.</p> <p>Word Web Formative: Homework Using cursive writing, students will create a word web for 10 words. From the center, find 4 vivid, descriptive words for each of the spelling words.</p>
Resources (Suggested)	Catholic Identity

<p>1. iPad Resources</p> <p>2. Literature Connections <i>Do Not Open: An Encyclopedia of the World's Best Kept Secrets</i> by John Farndon <i>Amazing Leonardo da Vinci Inventions You Can Build Yourself</i> by Maxine Anderson <i>How Basketball Works</i> by Keltie Thomas and Greg Hall <i>An Inconvenient Truth: The Crisis of Global Warming</i> by Al Gore</p> <p>3. Internet Resources Fifth Grade Spelling Words – 36 Week Program Spelling Match Games 5th Grade Spelling Spelling Activities 5th Grade Spelling Lists Spelling City</p>	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.
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**English Language Arts Curriculum – Grade Five
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2013**

Language: Vocabulary Acquisition and Use

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Language Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- L.5.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- L.5.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- L.5.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.5.5a. Interpret figurative language, including similes and metaphors, in context.
- L.5.5b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- L.5.5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Essential Questions

1. What is the purpose of communication?
2. Where do words or phrases come from?
3. How do I determine new word meanings?
4. How do I apply strategies to unknown words in context?
5. How does the understanding of vocabulary increase my comprehension of challenging texts?
6. How do I determine the meaning of unknown words?

Content

The students will know

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

<ol style="list-style-type: none"> 1. Context clues 2. Affixes 3. Root words 4. Figurative language 5. Word relationships 6. Nuances 	<ol style="list-style-type: none"> 1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words. 2. Use context clues to determine the meaning of homophones, homonyms, and homographs. 3. Determine meaning of words through life experiences and prior knowledge. 4. Read root words and their prefixes/suffixes to determine the meaning of a word. 5. Recognize relationship between spoken word and written language. 6. Unlock the meaning of a compound word by understanding the meaning of each individual word. 7. Use resources, both print and digital, to clarify the meaning and pronunciation of words and phrases. 8. Distinguish shades of meaning between closely related words. 9. Distinguish the literal and non-literal meanings of words and phrases in text. 10. Identify words that have similar/opposite meanings. 11. Use a thesaurus to expand vocabulary. 12. Interpret figurative language, including similes and metaphors, in context. 13. Recognize and explain the meaning of idioms, adages, and proverbs. 14. Increase their understanding of text as a result of the acquisition of improved vocabulary. 15. Write legibly in cursive handwriting.
<p>Common Core Vocabulary</p>	<p>Additional Vocabulary</p>
<ol style="list-style-type: none"> 1. Unknown words 2. Multiple-meaning words 3. Context clues 4. Affixes 5. Root words 6. Figurative language 7. Word relationships 8. Nuances 9. Reference materials 10. Pronunciation 11. Simile 12. Metaphor 13. Idioms 14. Adages 15. Proverbs 16. Synonyms 17. Antonyms 	<ol style="list-style-type: none"> 1. Homophones 2. Homonyms 3. Homographs 4. Compound words 5. Literal meaning 6. Non-literal meaning 7. Thesaurus
<p>Learning Experiences (Suggested)</p>	<p>Assessment (Suggested)</p>

<p>1. Class Activity. Provide students with a list of at least 15 grade-appropriate idiomatic expressions. (A great source for additional expressions is Dictionary of English Idioms & Idiomatic Expressions.) Using the list of idioms, have students work with a partner to talk about the meanings of the idioms. Then have them select five of the idioms for which they will write an interpretation of the statement. When completed, have students share their interpretation of the idioms with the class. Finally, have each student choose one or two idioms to illustrate. Create a Class Book of Illustrated Idioms.</p> <p>Idiom List At the end of your rope Back to the drawing board Barking up the wrong tree By the skin of your teeth Cry your eyes out Down in the dumps Fish out of water Head is in the clouds Hook, line, and sinker Horse of a different color It cost an arm and a leg Opening a can of worms Stick out like a sore thumb Written all over your face You can say that again</p> <p>2. Word Card File. Have students keep an index of words and phrases learned from the material studied in each of the subject areas. Working with a partner, have students sort words by prefix, suffix, root words, meaning, spelling features, part of speech, etc. Have students use the words of a unit to create a Wordle.</p> <p>3. Word Wall. As a class, create a Vocabulary Word Wall bulletin board where, throughout the year, words will be added and sorted for units of study in the various content areas.</p> <p>4. Independent Activity. Have students illustrate the literal and figurative meaning of an idiom. Create a slide of the idiom including their scanned illustrations. Use these slides to create a class book to be shared with young students.</p> <p>Word Map Template Word Map Template 2 Vocabulary Word Map Lesson Plan - Vocabulary Simile and Metaphor Lesson Vocabulary Graphic Organizers More Vocabulary Graphic Organizers</p>	<p>What Does It Really Mean? Formative: Cooperative Group Work Using the list of idioms, students will work with a partner to talk about the meanings of the idioms. They will select five of the idioms for which they will write an interpretation of the statement. When completed, students will share their interpretation of the idioms with the class. Finally, each student will choose one or two idioms to illustrate.</p> <p>Wordle of Words Formative: Cooperative Group Work Students will keep an index of words and phrases learned from the material studied in each of the subject areas. Working with a partner, they will sort words by prefix, suffix, root words, meaning, spelling features, part of speech, etc. They will then use the words of a unit to create a Wordle.</p> <p>Explaining an Idiom Formative: Writing Assignment Students will illustrate the literal and figurative meaning of an idiom. They will create a slide of the idiom including their scanned illustrations. These slides will be used to create a class book to be shared with young students.</p>
<p>Resources (Suggested)</p>	<p>Catholic Identity</p>

<p>1. iPad Resources</p> <p>2. Literature Connection <i>Skin Like Milk, Hair of Silk: What Are Similes and Metaphors?</i> by Brian P. Cleary <i>Muddy as a Duck Puddle and Other American Similes</i> by Laurie Lawlor <i>My Best Friend is as Sharp as a Pencil and Other Funny Classroom Portraits</i> by Hanoch Piven <i>My Dog is as Smelly as Dirty Socks and Other Funny Family Portraits</i> by Hanoch Piven <i>There's a Frog in My Throat: 440 Animal Sayings a Little Bird Told Me</i> by Loreen Leedy</p> <p>3. Internet Resources Vocabulary Games Vocabulary Strategies Concept Map Concept Definition Map Idiom Games Web 2.0 Tools Vocabulary Development</p>	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Rights and Responsibilities <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect. ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security. ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse. ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.
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English Language Arts Curriculum–Grade Five
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Language: Sentence Structure and Composition

Standards Assessed

OH: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: Grade 5, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

OH: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: Grade 5, Writing

Range of Writing 10. 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 tasks, purposes, and audiences.

W.5.10. 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.

OH: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: Grade 5, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.1b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

L.5.1c. Use verb tense to convey various times, sequences, states, and conditions.

L.5.1d. Recognize and correct inappropriate shifts in verb tense.

L.5.1e. Use correlative conjunctions (e.g., either/or, neither/nor).

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2a. Use punctuation to separate items in a series.

L.5.2b. Use a comma to separate an introductory element from the rest of the sentence.

L.5.2c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

L.5.2d. Use underlining, quotation marks, or italics to indicate titles of works.

L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Essential Questions

Why do good writers use a variety of phrases and clauses?
 Why do good writers use conjunctions and transitions?
 Why is the correct usage of the rules of grammar important?
 How does incorrect punctuation interfere with written communication?
 Why does spelling matter?

Content**The students will know**

Prepositions
 Prepositional phrases
 Sentences (simple, compound, complex)
 Sentence types (declarative, imperative, interrogative, and exclamatory)
 Subject - predicate
 Capitalization
 Punctuation
 Quotation marks
 Nouns (common, proper, singular, plural, possessive)
 Pronouns (personal, possessive, indefinite, reflexive, relative)
 Antecedent
 Verbs (regular, irregular, helping)
 Verb tenses
 Adverbs (comparative, superlative)
 Adjectives (comparative, superlative)
 Fragment, run-on
 Conjunctions, interjections

Skills**Bloom's Taxonomy****DOK Links****The students will be able to**

Identify and correctly use nouns in sentences.
 Categorize nouns as proper or common nouns and use correct capitalization when writing proper nouns.
 Identify and correctly use singular and plural possessive nouns in sentences.
 Use singular and plural nouns with matching verbs in sentences.
 Form and use regular and irregular plural nouns.
 Identify and use collective nouns.
 Identify and use correctly personal, possessive, indefinite, reflexive and relative pronouns in sentences.
 Recognize and use objective and nominative case pronouns.
 Ensure pronoun-antecedent agreement.
 Form and correctly use perfect verb tenses in writing and speaking.
 Use verb tense to convey various times, sequences, states, and conditions.
 Recognize and use subjects and verbs that are in agreement.
 Form and use regular and irregular verbs correctly.
 Identify and use verbs and helping verbs.
 Identify an adjective as a word describing a noun.
 Use adjectives and adverbs to add details to sentences.
 Use correct adjective and adverb placement.
 Identify an adverb as a word describing a verb, adjective, or other adverb..
 Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 Recognize and use punctuation and capitalization correctly.
 Produce compound and complex sentences and correctly punctuate them.
 Recognize and correct fragments and run-on sentences.
 Use conjunctions, prepositional phrases, and interjections to expand simple sentences.
 Identify and use various types of sentences: compound and complex declarative, imperative, interrogative, and exclamatory.
 Use a comma to set off introductory words and phrases, to set off a tag question, and to indicate direct address.
 Use commas and quotation marks to mark direct speech and quotations from a text.
 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.
 Publish writing samples for display or sharing with others using techniques such as electronic resources or graphics.
 Write legibly in cursive handwriting.

Common Core Vocabulary

Prepositions

Additional Vocabulary

<p>Prepositional phrases Sentences (simple, compound, complex) Sentence types (declarative, imperative, interrogative, and exclamatory) Subject, predicate Capitalization Punctuation Quotation marks Nouns (common, proper, singular, plural, possessive) Pronouns (personal, possessive, indefinite, reflexive, relative) Antecedent Verbs (regular, irregular, helping) Verb tenses Adverbs (comparative, superlative) Adjectives (comparative, superlative) Fragment, run-on Conjunctions, interjections</p>	
<p>Learning Experiences (Suggested)</p>	<p>Assessment (Suggested)</p>
<p>Class Activity. Start the lesson by drawing a simple house on the board—a square house with a triangle roof, windows, a door, and a chimney. Have students copy your drawing exactly on their own paper. Next, write a preposition on the board. (Start with a simple preposition such as on and have students draw something on their picture of the house. For example, students might draw a knocker on the door, an antenna on the roof, a bird on the chimney. Students should work independently so their pictures will look very different from the pictures drawn by their peers.) Continue the activity by providing 5 to 7 more prepositions, one at a time. After providing each preposition, give students time to illustrate it in relation to the house. Have the students compare their drawings and take note of how different they became with the use of prepositional phrases. Finally, instruct students to write a sentence describing their drawing of a house for each preposition. For example: I can see a person inside the house or the ladder is leaning against the house.</p> <p>Class Activity. Read a book such as Apples by Gail Gibbons aloud to the class. Guide students to focus on the appearance of apples, both inside and out, as Gibbons has done throughout the book. Form groups of three to four students. Give each group two apples of the same variety—one whole and one cut into four pieces so that each team member gets one. Have students brainstorm words to describe their apples. Gather the entire class together and ask teams to share words from their lists. Record the class list on a board or flip chart. Explain to the class that they have created a list of words called adjectives to describe their apples. Ask students to define adjective, working toward the definition that it is a word that describes a person, place, or thing (noun). Talk about why adjectives are important. Questions for discussion include:</p> <ol style="list-style-type: none"> How might adjectives be used in driving directions? How might they be used in a recipe? <p>Finally, ask students to consider why adjectives are useful and helpful. What are some of their ideas? When do they use adjectives? (This activity can be repeated throughout the year addressing other parts of speech.)</p>	<p>Defining Adjective Formative: Class Work After reading a book such as Apples by Gail Gibbons, form groups of three to four students. Each group will be given two apples of the same variety—one whole and one cut into four pieces so that each team member gets one. Students will brainstorm words to describe their apples. As a class they will share the words from their lists. Reflecting on the list, students will be able to define "adjective" as a word that describes a person, place, or thing (noun). (This assessment can be repeated throughout the year addressing other parts of speech.)</p> <p>Wordle of Adjectives Formative: Technology Project Each student will choose a noun picture - cat, dog, car, pizza, etc. that he/she will describe with adjectives. Using Wordle, they will list as many adjectives as they can to describe the noun. They will create the Wordle image, print it, and share it with the class.</p>

Independent Activity. Have each student choose a noun picture - cat, dog, car, pizza, etc. that he/she will describe with adjectives. Using Wordle have students list as many adjectives as they can to describe the noun. Create the Wordle image, print it and share it with the class.

Class Activity. After teaching a lesson on a topic in the language standards and its use in writing sentences, give students several sentence starters and ask them to finish the sentence with a partner. Then have the students select a piece of their own writing, find examples of the language standard topic being addressed, and make sure they have used the correct form. For example: form and use of perfect tense, correlative conjunctions, etc

Ongoing Activity. Throughout the year, use content-related prompts at the beginning, middle or end of a lesson and have students do quick writes in which they record their learning.

 [Identify Compound and Complex Sentences](#)

 [Every Day Edits](#)

 [Wordle](#)

 [Diagramming Sentences](#)

 [Sentence Diagramming](#)

Resources (Suggested)

1. Pad Resources

2. Literature Connection

If You Were a Preposition by Nancy Loewen

If You Were a Conjunction by Nancy Loewen

Behind the Mask – A Book About Prepositions by Ruth Heller

Merry-Go-Round: A Book about Nouns by Ruth Heller

A Lime, a Mime, a Pool of Slime: More About Nouns by Brian Cleary

A Cache of Jewels: and other Collective Nouns by Ruth Heller

Mine, All Mine: A Book about Pronouns by Ruth Heller

I and You and Don't Forget Who: What Is a Pronoun? by Brian Cleary

Apples by Gail Gibbons

Hairy, Scary, Ordinary: What Is an Adjective? by Brian P. Cleary

Quirky, Jerky, Extra Perky More About Adjectives by Brian Cleary

Things That Are Most in the World by Judi Barrett

Lazily, Crazyly, Just a Bit Nasally: More About Adverbs by Brian Cleary

Suddenly Alligator: An Adverbial Tale by Rick Walton

3. Internet Resources

 [Preposition Learning Activities](#)

 [Conjunction Junction Video](#)

 [The Curriculum Corner](#)

 [Fifth Grade Grammar Worksheets and Printables](#)

 [Grammar Blast](#)

Catholic Identity

Social Justice Teachings

- ❖ Life and Dignity of the Human Person
- ❖ Call to Family, Community, and Participation
- ❖ Rights and Responsibilities

Rights of Children

- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

**English Language Arts Curriculum – Grade Five
Diocese of Cleveland
2013**

Developing Speaking and Listening Skills

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Speaking and Listening Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.5.1. 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.
- SL.5.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL.5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Essential Questions

1. How do I listen?
2. What impact does listening have?
3. How do I communicate through speaking.
4. How do I speak effectively?
5. In what ways are ideas communicated orally?

Content

The students will know

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

<ol style="list-style-type: none"> 1. Collaborative discussions 2. Discussion rules 3. Comprehension 4. Ways to present information 5. Effective use of media in presentations 6. How to analyze a presentation 	<ol style="list-style-type: none"> 1. Prepare for a presentation, having read or studied material being presented; use preparedness to participate in discussion. 2. Explain the connections between illustrations, media, and text and how illustrations support the text and/or the speaker. 3. Use active listening strategies such as eye contact and asking for clarification when responding to speakers. 4. Identify main ideas and summarize what is presented. 5. Connect what is heard with prior knowledge and experience. 6. See likeness and differences of experience to what is said or read. 7. Listen with courtesy and open-mindedness. 8. Follow multi-step oral directions and carry out assigned roles. 9. Take turns in small and/or large discussion groups. 10. Contribute to a discussion and elaborate on remarks of others. 11. Speak clearly and at an appropriate pace and volume. 12. Ask and answer questions to demonstrate comprehension of oral presentation. 13. Use clear and specific vocabulary to communicate ideas and establish tone appropriate to the topic, audience, setting, and purpose. 14. Write legibly in cursive handwriting. 15. Use technology and digital media strategically and capably when speaking.
<p>Common Core Vocabulary</p>	<p>Additional Vocabulary</p>
<ol style="list-style-type: none"> 1. Conversations 2. Collaborations 3. Discussion rules 4. Discussion contribution 5. Key ideas 6. Evidence 7. Support 8. Point of view 9. Preparedness 	<ol style="list-style-type: none"> 1. Listening strategies 2. Eye contact 3. Clarification 4. Courtesy 5. Open-mindedness 6. Roles 7. Pace 8. Volume 9. Tone 10. Setting 11. Purpose
<p>Learning Experiences (Suggested)</p>	<p>Assessment (Suggested)</p>

<ol style="list-style-type: none"> 1. Class Activity. Designate one student in the class as the "describer" and give this student a piece of paper with a picture on it. The pictures are not of any particular object, but should be strange, involving lots of shapes, letters and numbers, and they should be hidden from all children apart from the describer. The describer looks carefully at every detail of the picture and explains clearly what is seen. The student describes the picture to the rest of the class, who have to draw that picture by following the description given. The class must listen carefully to the descriptions being given, so that they can reproduce the picture on the paper as accurately as possible. When the description is finished, the student who most accurately reproduced the picture takes a turn at describing. 2. Class Activity. Have students listen carefully to a news videotape of a story concerning a famous person. Have them select one major incident from the person's life, read about the incident, and write a news story to be broadcast live by creating a podcast of their story. 3. Class Activity. After reading a fantasy book such as Candy Shop War by Brandon Mull, have the students work in cooperative groups to draw maps of the setting of the book and chart the journeys of the characters, using a variety of media. When completed, have students present their visuals to the class. 4. Class Discussion. (Background information. Steven Kellogg has written and/or illustrated more than 100 books over the past half century, including his well-know series about Pinkerton the Great Dane and his tall tales about classic American characters like Pecos Bill, Paul Bunyan, and Johnny Appleseed. He has always loved to draw and the way that pictures can deepen and expand the text of a story — creating what he calls a "beautiful duet.") Select one of the books illustrated by Steven Kellogg and read it to the class showing them the illustrations as you read. Engage the students in a discussion about how the pictures tell the story. Ask them to justify their answer by citing specific pages from the text during the class discussion. 5. Independent Activity. Throughout the year, have students prepare oral presentation on a topic being studied in religion, science, and or social studies. Have students include multimedia components (e.g., graphics, sound) and visual displays in the presentation when appropriate to enhance the development of main ideas or themes. 	<p>Creating a Podcast Formative: Writing Assignment Students will listen carefully to a news videotape of a story concerning a famous person. They will select one major incident from the person's life, read about the incident, and write a news story to be broadcast live by creating a podcast of their story.</p> <p>Visualizing a Story Formative: Cooperative Group Work After reading a fantasy book such as Candy Shop War by Brandon Mull, students will work in cooperative groups to draw maps of the setting of the book and chart the journeys of the characters, using a variety of media. When completed, they will present their visuals to the class.</p> <p>Oral Presentations Formative: Oral Assessment Throughout the year, students will prepare an oral presentation on a topic being studied in religion, science, and or social studies. They wil include multimedia components (e.g., graphics, sound) and visual displays in the presentation when appropriate to enhance the development of main ideas or themes.</p>
Resources (Suggested)	Catholic Identity

<p>1. iPad Resources</p> <p>2. Literature Connections <i>Candy Shop War</i> by Brandon Mull <i>Best Friends</i> by Steven Kellogg <i>Johnny Appleseed</i> by Steven Kellogg <i>Pecos Bill: A Tall Tale</i> by Steven Kellogg <i>How Much is a Million?</i> by David Schwartz and Steven Kellogg <i>The Three Little Pigs</i> by Steven Kellogg <i>The Island of the Skog</i> by Steven Kellogg <i>There Was an Old Woman</i> by Steven Kellogg <i>The Missing Princess</i> by Michael Yu <i>The Real Story of the Stars</i> by Valeria Garcia and Norma Hincapie</p> <p>3. Internet Resources Writing and Speaking & Listening Grades K-5 Student Center Activities Speaking and Listening Activities More Speaking and Listening Activities Listening And Speaking Strategies Speaking and Listening Prompts</p>	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities ❖ Solidarity <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.
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**English Language Arts Curriculum
Diocese of Cleveland
2013**

Writing: Presentation of Knowledge and Ideas

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Speaking and Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Essential Questions

1. How can I be an effective speaker?
2. What are the essential components of an effective oral presentation?
3. In what ways can I enhance my oral presentation?
4. How can I adjust content for different audiences (younger students, fellow classmates, adults)?
5. How can I be an effective listener?
6. How do I distinguish relevant information, ideas and opinions from those that are irrelevant?

Content

The students will know

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

<ol style="list-style-type: none"> 1. Style 2. Facts 3. Details 4. Purpose 5. Audience 6. Story 7. Experience 8. Main ideas 9. Themes 10. Digital media 11. Visual displays 12. Varied contexts 13. Formal English 14. Informal discourse 	<ol style="list-style-type: none"> 1. Organize information, including a clear introduction, body, and conclusion. 2. Speak clearly and at an appropriate pace and volume. 3. Speak in complete sentences. 4. Ask and answer questions to demonstrate comprehension of oral presentation. 5. Use clear and specific vocabulary to communicate ideas and establish tone appropriate to the topic, audience, setting, and purpose. 6. Deliver formal and informal descriptive presentations recalling an event or a personal experience. 7. State a clear opinion on a topic using details to support the position. 8. Write legibly in cursive handwriting. 9. Use various forms of visual materials and technology to enhance presentation.
Common Core Vocabulary	Additional Vocabulary
<ol style="list-style-type: none"> 1. Style 2. Facts 3. Details 4. Purpose 5. Audience 6. Story 7. Experience 8. Main ideas 9. Themes 10. Digital media 11. Visual displays 12. Varied contexts 13. Formal English 14. Informal discourse 	<ol style="list-style-type: none"> 1. Introduction 2. Body 3. Conclusion 4. Complete sentences 5. Opinion
Learning Experiences (Suggested)	Assessment (Suggested)

<ol style="list-style-type: none"> 1. Introductory Activity. Engage students in a discussion of the <i>Learn Zillion</i> video addressing the speaking and listening standard (S.L.5.4). 2. Class Discussion. Using various media, display symbols of America (e.g., the Statue of Liberty, the American flag, the bald eagle, etc.). Have students reflect on each of the symbols and discuss how the symbol provides strength during times of conflict. When possible, have students cite examples from poems and stories they may have read. 3. Individual Activity. Have students report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace when presenting to the class. 4. Group Activity. Working in cooperative groups, have students view and analyze sample multimedia presentations and create a list of characteristics of the genre and what makes a good presentation. Have them list programs and tools they could use to make their own multimedia presentations more informative and more appealing to the audience. Have groups plan and make a storyboard for their own multimedia presentations, prepare and give their presentation. 5. Class Activity. Have students bring in examples of their writing for school and writing they have done outside of school. Ask them to write and present orally explanations of the purpose, audience, and method of organization of their texts. 6. Independent Activity. Engage students in an activity to help them understand that words used in persuasive speaking are critical to the effectiveness of the outcome. Present the students with a series of paired statements and have them select the sentence that is the most persuasive. For example: Fifth-grade students should be allowed to chew gum in school. Because mint increases brainpower, chewing gum should be required in the fifth grade. Have them write and present a 2-3 minute persuasive statement supporting either of the two statements. 7. Preparing A Speech. Have students listen to or read excerpts of famous speeches paying attention to the power of words and phrases. As they craft their own speeches, encourage students to include power words and phrases to increase the persuasive effectiveness. <p>Learn Zillion Web 2.0 Tools More Web 2.0 Tools Graphic Organizers</p>	<p>Symbols of America Formative: Class Work Using various media display symbols of America (e.g., the Statue of Liberty, the American flag, the bald eagle, etc.). Students will reflect on each of the symbols and discuss how it provides strength during times of conflict. When possible, students will cite examples from poems and stories they may have read.</p> <p>Presenting My Ideas Formative: Class Work Students will report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes. They will speak clearly at an understandable pace when presenting to the class.</p> <p>Giving Presentations Formative: Cooperative Group Work Working in cooperative groups, students will view and analyze sample multimedia presentations and create a list of characteristics of the genre and what makes a good presentation. They will list programs and tools they could use to make their own multimedia presentations more informative and more appealing to the audience. Groups will plan and make a storyboard for their own multimedia presentations, prepare and give their presentation.</p> <p>Writing My Speech Formative: Writing Assignment Students will listen to or read excerpts of famous speeches paying attention to the power of words and phrases. As they craft their own speeches, encourage students to include power words and phrases to increase the persuasive effectiveness.</p>
Resources (Suggested)	Catholic Identity

<p>1. iPad Resources</p> <p>2. Literature Connections <i>Baseball Saved Us</i> by Ken Mochizuki <i>In a Pickle and Other Funny Idioms</i> by Marvin Terban "Casey at the Bat" by Ernest Lawrence Thayer <i>Little Red Riding Hood and the Wolf</i> by Roald Dahl <i>Time</i> by Valerie Bloom <i>Trickster Tales: Forty Folk Stories from Around the World</i> by Josepha Sherman "You Are Part of Me" by Cherokee, Lloyd Carl Owle "I will fight no more forever" Speech by Chief Joseph the Younger, October 5, 1877 <i>Follow the Drinking Gourd</i> by Jeanette Winter <i>Sweet Clara and the Freedom Quilt</i> by Deborah Hopkins</p> <p>3. Internet Resources 5th Grade Presentation Rubric Create and Deliver an Oral Presentation Using Visual Aids or Props. 5th Grade Project Ideas The Five Minute Presentation Presentation of Knowledge and Ideas</p>	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities ❖ Care for God's Creation <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.
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English Language Arts Curriculum-Grade Five
Diocese of Cleveland
2013

Writing: Narrative

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.5.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.5.3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- W.5.3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- W.5.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.5.3e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.5.6. 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.

Range of Writing 10. 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 tasks, purposes, and audiences.

- W.5.10. 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.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Language Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.5.2d. Use underlining, quotation marks, or italics to indicate titles of works.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - L.5.3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Essential Questions

1. How is my style of writing influenced by purpose?
2. What is the importance of sharing?
3. How does each step in the writing process impact my writing?
4. Why do good writers revise their drafts?
5. How does revising help improve the focus of an expository composition?
6. What is the difference between revising and editing?
7. How can I use evaluation and reflection to improve my writing?

Content

The students will know

1. Narrative writing
2. Standards of grammar and usage
3. Sentences
4. Capitalization
5. Punctuation

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Generate ideas for a narrative that establishes a situation either real or imagined.
2. Introduce a narrator and/or characters.
3. Use a graphic organizer to plan sequence of events.
4. Develop audience and purpose for assigned writing task.
5. Correctly use commas and quotation marks in dialogue.
6. Use dialogue, description, and pacing to improve writing quality.
7. Use grade-appropriate words and phrases for effect.
8. Use time-order words to signal event sequence.
9. Produce an initial draft for selected writing task.
10. Use correct capitalization, punctuation, and spelling.
11. Refer to dictionary to check spelling of unknown words.
12. Use a range of complete sentences, including declarative, imperative, interrogative, and exclamatory.
13. Use descriptive words, including adjectives and adverbs, to add detail to the text.
14. Include transitional words, phrases, and clauses to manage the sequence of events.
15. Use underlining, quotation marks, or italics to indicate titles of works.
16. Use revision strategies and resources to improve ideas and content, organization, vocabulary, word choice, and detail.
17. Edit to improve sentence fluency, grammar, and usage.
18. Write stories that have a clear beginning, middle, and end.
19. Use descriptive details and vivid language to improve writing.
20. Write responses to literature that summarize main ideas and significant details.
21. Write formal and informal letters that include important details and follow correct letter format.
22. Produce informal writings (messages, journals, notes, poems) for various purposes.
23. Use revision strategies and resources to improve ideas and content, organization, vocabulary, word choice, and

	<p>detail.</p> <p>24. Edit to improve sentence fluency, grammar, and usage.</p> <p>25. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>26. 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.</p> <p>27. Write legibly in cursive handwriting.</p> <p>28. Publish writing samples for display or sharing with others using techniques such as electronic resources or graphics.</p>
Common Core Vocabulary	Additional Vocabulary
<ol style="list-style-type: none"> 1. Narrative 2. Descriptive details 3. Sequence 4. Dialogue 5. Characters 6. Transitional words/phrases/clauses 7. Concrete words 8. Sensory details 9. Conclusion 10. Development 11. Organization 12. Style 13. Audience 14. Purpose 15. Writing process 16. Capitalization 17. Punctuation 18. Standards of grammar and usage 19. Formal English 20. Informal discourse 	<ol style="list-style-type: none"> 1. Introduction 2. Body 3. Written language 4. Spoken language 5. Time-order words 6. Declarative sentence 7. Imperative sentence 8. Exclamatory sentence 9. Interrogative sentence
Learning Experiences (Suggested)	Assessment (Suggested)
<ol style="list-style-type: none"> 1. Introductory Activity. Engage students in a presentation/discussion of narrative writing by using the Learn Zillion videos for Standards 5.3a and 5.3b found in the Links. Have students complete the assignments associated with the videos. 2. Independent Activity. As a follow-up to the discussion of the Learn Zillion videos, have the students write a fictional narrative from the point of view of the first leaf on a tree to change color and fall to the ground. Have them share their narrative with an elbow partner. 3. Writing Activity. Have students write a humorous story or poem in which they incorporate figurative language or idioms. Have them share it with a classmate and ask what he/she thinks would improve the writing. After making the suggested corrections, have students publish their work for display. 4. Writing Activity. Have students write an historical narrative that is set in a time period they are currently studying in social studies. Their narrative should include a fictional character with a conflict to grow from, and incorporate authentic facts, photos, or artwork. They should use a 	<p>My Color Changes Formative: Writing Assignment Students will write a fictional narrative from the point of view of the first leaf on a tree to change color and fall to the ground. They will share their narrative with an elbow partner.</p> <p>Historical Writing Formative: Writing Assignment Students will write an historical narrative that is set in a time period they are currently studying in social studies. Their narrative should include a fictional character with a conflict to grow from, and incorporate authentic facts, photos, or artwork. They should use a graphic organizer to collect and organize their information and share their ideas and information with a partner before writing. Students will edit and revise their narrative with a partner to see that their ideas flow logically and that they have used vocabulary words and phrases that provide historical context. When completed, students will publish their narrative on a class web page to encourage virtual conversation.</p>

graphic organizer to collect and organize their information and share their ideas and information with a partner before writing. Have students edit and revise their narrative with a partner to see that their ideas flow logically and that they have used vocabulary words and phrases that provide historical context. When completed, have students publish their narrative on a class web page to encourage virtual conversation.

5. Class Activity. Using a painting such as Washington Crossing the Delaware by Emanuel Leutze, have the students work with a partner to study the painting and make a list of what they imagine the artist is trying to communicate about the figures or the setting through the work. Have them use this list to write a short story based on the work, referring back to it as the story is written.
6. Class Activity. Have students bring in examples of their writing for school and writing they have done outside of school (stories or blogs, for example). Ask them to write and orally present explanations of the purpose, audience, and method of organization of their texts.



[Learn Zillion!](#)



[Writing a Personal Narrative!](#)



[Comic Strip Narrative!](#)



[Narrative Writing Prompts!](#)



[Personal Narrative Organizer!](#)



[The Curriculum Corner!](#)



[Rubric Maker!](#)

Message of a Painting

Formative: Cooperative Group Work

Using a painting such as Washington Crossing the Delaware by Emanuel Leutze, students will work with a partner to study the painting and make a list of what they imagine the artist is trying to communicate about the figures or the setting through the work. They will use this list to write a short story based on the work, referring back to it as the story is written.

Resources (Suggested)

1. iPad Resources
2. Literature Connections
 - The King Who Rained* by Fred Gwynne
 - My Teacher Likes to Say* by Denise Brennan-Nelson
 - A Picture Book of George Washington Carver* by David Adler and Dan Brown
 - Tales of Famous Americans* by Peter and Connie Roop
 - In Their Own Words: Thomas Edison* by George Sullivan
 - John Muir: Young Naturalist* by Montrew Dunham
 - Who Was Dr. Seuss?* by Janet Pascal and Nancy Harrison
 - Women Inventors* by Jean F. Blashfield
 - The Abraham Lincoln You Never Knew* by James Lincoln Collier and Greg Copeland
 - Who Was Daniel Boone?* by Sydelle Kramer

3. Internet Resources



[Graphic Organizers!](#)



[Good Resources!](#)



[Writing a Personal Narrative!](#)



[Willoughby-Eastlake School Website!](#)



[Rubric Maker!](#)

Catholic Identity

Social Justice Teachings

- ❖ Life and Dignity of the Human Person
- ❖ Call to Family, Community, and Participation
- ❖ Rights and Responsibilities

Rights of Children

- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.



[Plagiarism Checker](#)



[Web 2.0 Tools](#)



[More Web 2.0 Tools](#)

English Language Arts Curriculum–Grade Five
Diocese of Cleveland
2013

Writing: Informative/Explanatory

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- W.5.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.5.2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- W.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.5.2e. Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.5.6. 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.

Range of Writing 10. 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 tasks, purposes, and audiences.

- W.5.10. 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.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Language Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.5.2d. Use underlining, quotation marks, or italics to indicate titles of works.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - L.5.3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Essential Questions

1. Why is it important to establish a clear topic in an expository composition?
2. What kinds of strategies and structural patterns add focus and organization to an expository composition?
3. How do good writers effectively link one paragraph to another in a clear line of thought?
4. What is the role of the concluding paragraph in an expository composition?
5. Why do good writers revise their drafts?
6. How does revising help improve the focus of an expository composition?
7. How is revising different from editing?

Content

The students will know

1. Informative text
2. Explanatory text
3. Writing process
4. Formatting
5. Illustrations
6. Multimedia
7. Comprehension
8. Facts
9. Concrete details
10. Quotations
11. Concluding statement
12. Development
13. Organization
14. Introduction
15. Style
16. Writing Process
17. Conventions of grammar and usage
18. Audience
19. Purpose
20. Sentence
21. Capitalization
22. Punctuation

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Generate ideas for a selected topic and group related information together in paragraphs and sections.
2. Format text and use illustrations and multimedia when useful in aiding comprehension.
3. Develop the topic and provide a general focus with facts, definitions, concrete details, quotations, or other information related to the topic.
4. Develop audience and purpose for assigned writing task.
5. Use graphic organizers to clarify ideas for writing assignment.
6. Use linking words, phrases, and clauses to connect ideas within and across categories of information.
7. Use grade-appropriate words and phrases.
8. Produce an initial draft for selected writing task.
9. Use correct capitalization, punctuation, and spelling.
10. Refer to dictionary to check spelling of unknown words.
11. Use a range of complete sentences, including declarative, imperative, interrogative, and exclamatory.
12. Use descriptive words, including adjectives and adverbs, to add detail to text.
13. Include transitional words and phrases.
14. Create an introduction, body, and a concluding statement or section.
15. Use underlining, quotation marks, or italics to indicate titles of works.
16. Use revision strategies and resources to improve ideas and content, organization, vocabulary, word choice, and detail.
17. Edit to improve sentence fluency, grammar, and usage.
18. Write responses to literature that summarize main ideas and significant details.
19. Write formal and informal letters that include important details and follow correct letter format.
20. Produce informal writings (messages, journals, notes, poems) for various purposes.

- 21. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 22. 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.
- 23. Write legibly in cursive handwriting.
- 24. Publish writing samples for display or sharing with others using techniques such as electronic resources or graphics.

Common Core Vocabulary

Additional Vocabulary

- 1. Informative text
- 2. Explanatory text
- 3. Writing process
- 4. Formatting
- 5. Illustrations
- 6. Multimedia
- 7. Comprehension
- 8. Facts
- 9. Concrete details
- 10. Quotations
- 11. Concluding statement
- 12. Development
- 13. Organization
- 14. Introduction
- 15. Style
- 16. Writing process
- 17. Conventions of grammar and usage
- 18. Audience
- 19. Purpose
- 20. Sentence
- 21. Capitalization
- 22. Punctuation

- 1. Fluency
- 2. Word Choice
- 3. Declarative sentence
- 4. Imperative sentence
- 5. Exclamatory sentence
- 6. Interrogative sentence
- 7. Introduction
- 8. Body
- 9. Conclusion
- 10. Linking words/phrases/clauses
- 11. Transitional words/phrases/clauses
- 12. Written language
- 13. Spoken language

Learning Experiences (Suggested)

Assessment (Suggested)

- 1. Introductory Activity. Engage students in a discussion of informative/explanatory writing using the Learn Zillion videos for Standards W.5.2a, W.5.2b, W.5.2e, W.5.7 and W.5.9. Have students complete activities and assignments related to each video teaching unit.
- 2. Writing Activity. Have students write a report about the President. In doing so, have them:
 - a. Brainstorm questions they would like to answer about the President.
 - b. Write three of the questions on a graphic organizer.
 - c. Read three articles taken from three different sources about the President and highlight information that will answer the questions on the graphic organizer. (Articles provided by the teacher.)
 - d. Fill in the answers to the questions under the correct source heading
 - e. Using the graphic organizer, write a rough draft for the report
 - f. Revise and edit your rough draft.
 - g. Write the final copy in cursive and proofread the final copy before turning it in.

Mr. President
Formative: Writing Assignment
 Students will write a report about the President. In doing so, they will:

- a. Brainstorm questions they would like to answer about the President.
- b. Write three of the questions on a graphic organizer.
- c. Read three articles taken from three different sources about the President and highlight information that will answer the questions on the graphic organizer. (Articles provided by the teacher.)
- d. Fill in the answers to the questions under the correct source heading
- e. Using the graphic organizer, write a rough draft for the report
- f. Revise and edit their rough draft.
- g. Write their final copy in cursive and proofread the final copy before turning it in.

How To
Formative: Cooperative Group Work
 Working with a partner, students will create a how-to presentation. They will choose something to make in front of the class and write

3. Cooperative Group Work. Working with a partner, have students create a how-to presentation. Have them choose something to make in front of the class. Have them write about their topic, why they chose it and how they will demonstrate it. Have student partners present their how-to presentation to the class using a visual aid.
4. Cooperative Group Work. Have students work in cooperative groups to create a brochure of a favorite vacation destination. Have them list area attractions, geographical location, hotels and lodging, weather, etc. in the brochure. Using a digital tool, have them create their brochure showing images and graphics that are attractive to the reader. Publish and print their brochure and share with another group.
5. Independent Writing. Have student write a response to one of the following.
 - a. Write a letter to your teacher explaining in several paragraphs why you would rather live in the city, on a farm, near the sea, or up in the mountains.
 - b. Imagine you have been selected by a television station to go to a deserted island. In several paragraphs, write a letter to the television station explaining what the most important thing you would need is, and how you might use it to survive.
 - c. Think about these qualities: honesty, compassion and integrity. Pick one and write a multi-paragraph letter to a friend explaining why this quality is most important to you. When writing has been drafted, revised, edited and written in cursive, have students share their letters with the class.
6. Class Activity. Have students bring in examples of their writing for school and writing they have done outside of school (stories or blogs, for example). Ask them to write and orally present explanations of the purpose, audience, and method of organization of their texts.



[Learn Zillion!](#)



[Rubric!](#)



[Graphic Organizers!](#)



[More Graphic Organizers!](#)



[The Curriculum Corner!](#)

about their topic, why they chose it and how they will demonstrate it. Student partners will present their how-to presentation to the class using a visual aid.

Vacation Brochure

Formative: Cooperative Group Work

Students will work in cooperative groups to create a brochure of a favorite vacation destination. They will list area attractions, geographical location, hotels and lodging, weather, etc., in the brochure. Using a digital tool, they will create their brochure showing images and graphics that are attractive to the reader. They will publish and print their brochure and share with another group.

Letter Writing

Formative: Writing Assignment

Students will write a response to one of the following.

- a. Write a letter to your teacher explaining in several paragraphs why you would rather live in the city, on a farm, near the sea, or up in the mountains.
- b. Imagine you have been selected by a television station to go to a deserted island. In several paragraphs, write a letter to the television station explaining what the most important thing you would need is, and how you might use it to survive.
- c. Think about these qualities: honesty, compassion and integrity. Pick one and write a multi-paragraph letter to a friend explaining why this quality is most important to you. When writing has been drafted, revised, edited and written in cursive, have students share their letters with the class.

Resources (Suggested)

1. iPad Resources
2. Literature Connections
 - Women Inventors* by Jean F. Blashfield
 - Michelangelo* by Mike Venzenia
 - Science in the Renaissance* by Lisa Mullins
 - If You Were a Pioneer on the Prairie* by Anne Kamma and James Watling
 - If You Lived with the Cherokees* by Peter and Connie Roop and Kevin Smith
 - If You Lived at the Time of the Civil War* by Kay Moore and Anni Matsick
 - Sojourner Truth: Ain't I a Woman?* by Frederick McKissack and Patricia C. McKissack

Catholic Identity

Social Justice Teachings

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- ❖ Call to Family, Community, and Participation
- ❖ Rights and Responsibilities

Rights of Children

- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to

Desert Mammals by Elaine Landau
Who Is Neil Armstrong? by Roberta Edwards, Nancy Harrison and Stephen Marchesi

 [Informative and Explanatory Writing information!](#)

 [Sample Writing!](#)

 [Graphic Organizers!](#)

 [Web 2.0 Tools!](#)

 [Plagiarism Checker!](#)

 [Willoughby–Eastlake School website!](#)

 [Rubric Maker!](#)

 [More Web 2.0 Tools!](#)

- critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
 - ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
 - ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
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Writing: Opinion/Persuasive

Standards Assessed

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- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.1a. 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.
- W.5.1b. Provide logically ordered reasons that are supported by facts and details.
- W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- W.5.1d. Provide a concluding statement or section related to the opinion presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.5.6. 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.

Range of Writing 10. 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 tasks, purposes, and audiences.

- W.5.10. 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.

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- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.5.2d. Use underlining, quotation marks, or italics to indicate titles of works.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- L.5.3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Essential Questions

1. What is an opinion?
2. What is the purpose of opinion/persuasive writing?
3. What is my responsibility as the writer?
4. How do I use words to persuade?
5. How can I use words to express my opinions?
6. How do I state my opinion through a thesis statement?
7. How do I use details to support my opinion/thesis?

Content

The students will know

1. Persuasive writing
2. Organizational structure
3. Supporting details
4. Point of view
5. Task, purpose, and audience
6. Conventions of grammar and usage
7. Sentences
8. Capitalization
9. Punctuation
10. Planning, revising, editing, and rewriting

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Generate ideas for a selected topic.
2. Formulate an opinion based on topic.
3. Develop audience and purpose for assigned writing task.
4. Use graphic organizers to clarify ideas for writing assignment.
5. Supply logically ordered reasons that are supported by facts and details to support opinion.
6. Use linking words, phrases, and clauses to link opinion and reasons.
7. Use grade-appropriate words and phrases.
8. Produce an initial draft for selected writing task.
9. Use correct capitalization, punctuation, and spelling.
10. Refer to dictionary to check spelling of unknown words.
11. Use a range of complete sentences, including declarative, imperative, interrogative, and exclamatory.
12. Use descriptive words, including adjectives and adverbs, to add detail to the text.
13. Include transitional words and phrases.
14. Create an introduction and a concluding statement or section.
15. Use underlining, quotation marks, or italics to indicate titles of works.
16. Use revision strategies and resources to improve ideas and content, organization, vocabulary, word choice, and detail.
17. Edit to improve sentence fluency, grammar, and usage.
18. Write responses to literature that summarize main ideas and significant details.
19. Write formal and informal letters that include important details and follow correct letter format.
20. Produce informal writings (messages, journals, notes, poems) for various purposes.
21. Edit to improve sentence fluency, grammar, and usage.
22. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
23. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames

	<p>(a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>24. Write legibly in cursive handwriting.</p> <p>25. Publish writing samples for display or sharing with others using techniques such as electronic resources or graphics.</p>
Common Core Vocabulary	Additional Vocabulary
<ol style="list-style-type: none"> 1. Persuade 2. Context 3. Audience 4. Clear position 5. Proposal 6. Opposing views 7. Reader concerns 8. Conjunction 9. Pronoun 10. Preposition 11. Interjection 12. Modifiers 13. Thesis 14. Opinion 15. Fact 16. Propaganda 	<ol style="list-style-type: none"> 1. Declarative sentence 2. Imperative sentence 3. Exclamatory sentence 4. Interrogative sentence 5. Word choice 6. Fluency
Learning Experiences (Suggested)	Assessment (Suggested)
<ol style="list-style-type: none"> 1. Introductory Activity. Engage students in a discussion on opinion/persuasive writing using the Learn Zillion videos for Standards W.5.1, W.5.1a, W.5.1b, W.5.1c, and W.5.1d. Have students complete activities relating to these videos. 2. Class Activity. Use OREOs to help students better understand opinion and persuasion. <ol style="list-style-type: none"> a. O stands for their opinion on the given topic; b. R stands for the reason supporting their opinion; c. E stands for the explanation of their reason; d. Final O stands for their opinion restated in a different way. <p>Have students use OREO to state a simple opinion, their reason(s) for supporting the opinion, an explanation of their reason, and then a restatement of their opinion. Have them share their work with an elbow partner.</p> 3. Class Activity. Have students listen to the story <i>The True Story of the Three Little Pigs</i> by Jon Scieszka. Have them write a persuasive essay from the wolf's point of view and share it with the class. 4. Class Activity. Have students bring in examples of their writing for school and writing they have done outside of school, which may have stated an opinion or was used to persuade. Ask students to write and present orally explanations of the purpose, audience, and method of organization of their texts. 5. Cooperative Group Work. Working in cooperative groups, have students create a product for their peers to buy. Have them create a persuasive commercial to sell it using persuasive techniques studied in class. Finally, have students create a podcast in which they present their commercial. Have the class watch the video and identify 	<p>OREO Formative: Writing Assignment Students will use OREO to state a simple opinion, their reason(s) for supporting the opinion, an explanation of their reason (s), and then a restatement of their opinion. They will share their work with an elbow partner.</p> <p>"Wolf's Innocence" Formative: Writing Assignment Students will listen to the story, <i>The True Story of the Three Little Pigs</i> by Jon Scieszka and write a persuasive essay from the wolf's point of view declaring his innocence and share it with the class.</p> <p>Analyzing My Work Formative: Class Discussion Students will bring in examples of their writing for school and writing they have done outside of school, which may have stated an opinion or was used to persuade. They will write and then orally present explanations of the purpose, audience, and method of organization of their texts.</p> <p>Commercial Podcast Formative: Cooperative Group Work Working in cooperative groups, students will create a product for their peers to buy. They will then create a persuasive commercial to sell it using persuasive techniques studied in class. They will create a podcast in which they present their commercial, and the class will watch the video and identify the persuasive techniques used.</p> <p>Identifying Persuasive Techniques Formative: Class Work</p>

<p>the persuasive techniques used.</p> <p>6. Partner Work. Have students rotate from station-to-station set up with articles/speeches from various disciplines. Have them compare and contrast opinion with non-opinion writing, and for at least two papers identify words or phrases that are examples of persuasive techniques. Have them post these words or phrases on a preset Wallwisher. (See Links)</p> <p>7. Independent Activity. Have students reflect on all of the novels they have read and decide which was their favorite and why. Have them write a convincing paper on why a classmate should be encouraged to read the novel. They need to write a well-developed essay that includes an engaging opening statement of their opinion, at least three supporting details, and a conclusion. Have them edit their work, type the essay and draw or scan a favorite illustration for the publication. Have students share their essay and illustration with the class.</p> <p> Learn Zillion!</p> <p> The Padlet/Wallwisher Blog Site!</p> <p> Opinion Speeches and Writings!</p> <p> Writing Thesis Statements!</p> <p> Persuasive Writing!</p> <p> Electronic Persuasion Map !</p> <p> Rubric for Persuasive Writing!</p>	<p>Students will rotate from station-to-station set up with articles/speeches from various disciplines. They will compare and contrast opinion with non-opinion writing, and for at least two papers identify words or phrases that are examples of persuasive techniques and post these words or phrases on a preset Wallwisher.</p> <p>My Favorite Novel Formative: Writing Assignment Students will reflect on all of the novels they have read and decide which was their favorite and why. They will then write a convincing paper on why a classmate should be encouraged to read the novel. They will edit their work, type the essay and draw or scan a favorite illustration for the publication. Finally, they will share their essay and illustration with the class.</p>
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<p>Resources (Suggested)</p> <ol style="list-style-type: none"> iPad Resources Literature Connection <i>Earrings</i> by Judith Viorst. <i>LaRue for Mayor</i> by Mark Teague. <i>Don't Let the Pigeon Stay Up Late</i> by Mo Willems <i>The True Story of the Three Little Pigs</i> by Jon Scieszka "I Will Fight No More Forever" speech by Chief Joseph the Younger, October 5, 1877 "The Gettysburg Address" Abraham Lincoln Media Civil War Photographs Civil Rights Posters and photographs <i>House by the Railroad</i> by Edward Hopper (1925) <i>Migrant Mother</i> by Dorothea Lange (1936) <i>The New Deal</i> by Conrad A. Albrizio (1934) <i>Apache Still Life</i> by Edward S. Curtis (1907) <i>East Side of Walpi</i> by Edward Curtis (1921) Internet Resources  Electronic Persuasion Map!  Graphic Organizers!  Good Resource!  Web 2.0 Tools!  Rubric Maker! 	<p>Catholic Identity</p> <p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities ❖ The Dignity of Work and the Rights of Workers <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.
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English Language Arts Curriculum–Grade Five
Diocese of Cleveland
2013

Writing: Research

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Writing Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.5.6. 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.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.9a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- W.5.9b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing 10. 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 tasks, purposes, and audiences.

- W.5.10. 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.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Language Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.5.2d. Use underlining, quotation marks, or italics to indicate titles of works.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- L.5.3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Essential Questions

1. How do I organize information?
2. Why do I organize information in different ways?
3. How do I sustain a controlling idea throughout a research report?
4. How do I provide the focus for a research report?
5. How do I paraphrase information sources?
6. How do I appropriately cite the source?

Content

The students will know

1. Research writing
2. Task, purpose, and audience
3. Relevant information
4. Digital resources
5. Sources of information
6. Paraphrasing information
7. Citing sources
8. Plagiarism
9. Conventions of grammar and usage
10. Sentences
11. Capitalization
12. Punctuation

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Create questions for investigations, assigned topic, or personal area of interest.
2. Recall relevant information from experiences or gather relative information from print (literary or informational texts), video, and on-line sources.
3. Utilize appropriate research techniques to gather information from a variety of sources and paraphrase the findings to enhance organization.
4. Identify and sort relevant information into categories about topic using a graphic organizer.
5. Define plagiarism and cite sources of information.
6. Develop the topic with facts, definitions, and details.
7. Develop audience and purpose for assigned writing task.
8. Use linking words and phrases to connect ideas within categories of information.
9. Use grade-appropriate words and phrases.
10. Produce an initial draft for selected writing task.
11. Use correct capitalization, punctuation, and spelling.
12. Refer to dictionary to check spelling of unknown words.
13. Use a range of complete sentences, including declarative, imperative, interrogative, and exclamatory.
14. Use descriptive words, including adjectives and adverbs, to add detail to text.
15. Include transitional words, phrases, and clauses.
16. Create an introduction, body, and a concluding statement or section.
17. Use revision strategies and resources to improve ideas and content, organization, vocabulary, word choice, and detail.
18. Use underlining, quotation marks, or italics to indicate titles of works.
19. Edit to improve sentence fluency, grammar, and usage.
20. Use grade-appropriate words and phrases.

	<ol style="list-style-type: none"> 21. Use revision strategies and resources to improve ideas and content, organization, vocabulary, word choice, and detail. 22. Edit to improve sentence fluency, grammar, and usage. 23. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 24. 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. 25. Write fluidly and legibly in cursive handwriting. 26. Publish writing samples for display or sharing with others using techniques such as electronic resources or graphics.
Common Core Vocabulary	Additional Vocabulary
<ol style="list-style-type: none"> 1. Research writing 2. Investigation 3. Argument 4. Analysis 5. Reflection 6. Claim 7. Validity 8. Credibility 9. Accuracy 10. Reasons 11. Evidence 12. Support 13. Transitional words/phrases/clauses 14. Concrete words 15. Sensory details 16. Conclusion 17. Audience 18. Purpose 19. Writing process 20. Capitalization 21. Punctuation 22. Conventions of grammar and usage 23. Formal English 24. Informal discourse 	<ol style="list-style-type: none"> 1. Plagiarism 2. Introduction 3. Body 4. Declarative sentence 5. Imperative sentence 6. Exclamatory sentence 7. Interrogative sentence 8. Content 9. Fluency 10. Written language 11. Spoken language
Learning Experiences (Suggested)	Assessment (Suggested)
<ol style="list-style-type: none"> 1. Introductory Activity. Engage students in a discussion focusing on research writing using the Learn Zillion videos for Standard W.5.7. Have students complete the activities associated with the videos. 2. Cooperative Group Work. Working in cooperative groups, have students select a state and identify topics they would like to know more about, such as: history of the state, its population, industries, natural resources, geographic location, weather, etc. Have them create a PowerPoint presentation, a pamphlet, or a poster to share the information with the class. 3. Class Activity. Have students bring in examples of their writing for school and writing they have done outside of school where they had to research a topic. Ask them to write and orally present explanations of the purpose, 	<p>My State Formative: Cooperative Group Work Working in cooperative groups, the students will select a state and identify topics they would like to know more about, such as: history of the state, its population, industries, natural resources, geographic location, weather, etc. Have them create a PowerPoint presentation, a pamphlet, or a poster to share the information with the class.</p> <p>Famous Explorer Formative: Writing Assignment Students will research a famous explorer and his/her contributions to understanding the world and create a digital presentation. In preparing the research essay, students will take care to logically order their findings with at least two to three sources of information</p>

<p>audience, and method of organization of their texts.</p> <p>4. Independent Activity. Have students do research on a famous explorer and his/her contributions to understanding the world and create a digital presentation to the class. In preparing the research essay, have students take care to logically order their findings with at least two to three sources of information cited.</p> <p>5. Writing Activity. Have students use the SQ4R strategy to find the important information in a text before they begin writing about a topic.</p> <p>a. Survey: Read the table of contents, chapter headings and subheadings; examine graphics and illustrations.</p> <p>b. Question: Generate questions based on what is found in those features.</p> <p>c. Read: Read a part of the selection/book and look for answers to the generated questions.</p> <p>d. Record: Reread and make notes about text.</p> <p>e. Recite/Write: Summarize what was read using the answers to the generated questions and notes.</p> <p>f. Review: Go over the material once more to confirm summary.</p> <p>After completing each of these steps, have the students write their research essay by summarizing or paraphrasing information in their notes and finished work, and provide a list of sources used in doing the research.</p> <p> Learn Zillion!</p> <p> Graphic Organizers!</p> <p> Graphic Organizers for Research!</p> <p> More Graphic Organizers!</p> <p> Rubric Maker!</p> <p> Willoughby-Eastlake School Website!</p> <p> Plagiarism Checker!</p>	<p>cited.</p> <p>Research Project</p> <p>Formative: Writing Assignment</p> <p>Students will use the SQ4R strategy to find the important information in a text before they begin writing about a topic. They will write their research essay by summarizing or paraphrasing information in their notes and finished work, and provide a list of sources used in doing research.</p>
<p>Resources (Suggested)</p> <p>1. iPad Resources</p> <p>2. Literature Connections</p> <p><i>Tales of Famous Americans</i> by Peter and Connie Roop</p> <p><i>In their Own Words: Thomas Edison</i> by George Sullivan</p> <p><i>Who Was Pablo Picasso?</i> by True Kelley</p> <p><i>Toys! Amazing Stories Behind Some Great Inventions</i> by Don L. Wulffson and Laura Keller</p> <p><i>Women Inventors</i> by Jean F. Blashfield</p> <p><i>Telescopes</i> by Colin A. Ronan</p> <p><i>The Nez Perce</i> by Stefanie Takacs</p> <p><i>I Lift My Lamp: Emma Lazarus and the Statue of Liberty</i> by Nancy Smiller Levinson</p> <p>3. Internet Resources</p> <p> Web 2.0 Tools!</p> <p> More Web 2.0 Tools!</p> <p> The Writing Edge!</p>	<p>Catholic Identity</p> <p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities ❖ Solidarity <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.\THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.



[Middle School \(5-8\) Research Writing and Practices](#)



[An Introduction to Research](#)

❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

ENGLISH LANGUAGE ARTS CURRICULUM

GRADE FIVE

CHECKLIST FOR COMMON CORE STATE STANDARDS & DIOCESAN CURRICULUM

DATE TAUGHT	
CAPACITIES OF THE LITERATE INDIVIDUAL	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
LANGUAGE	
CONVENTIONS OF STANDARD ENGLISH	
	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.
	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
	Use verb tense to convey various times, sequences, states, and conditions.
	Recognize and correct inappropriate shifts in verb tense.
	Use correlative conjunctions (e.g., either/or, neither/nor).
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Use punctuation to separate items in a series.
	Use a comma to separate an introductory element from the rest of the sentence.
	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
	Use underlining, quotation marks, or italics to indicate titles of works.
	Spell grade-appropriate words correctly, consulting references as needed.
KNOWLEDGE OF LANGUAGE	
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

DATE TAUGHT	
VOCABULARY ACQUISITION AND USE	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Interpret figurative language, including similes and metaphors, in context.
	Recognize and explain the meaning of common idioms, adages, and proverbs.
	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
WRITING	
TEXT TYPES AND PURPOSES	
	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 (e.g., consequently, specifically).
	Provide a concluding statement or section related to the opinion presented.
	Write informative/explanatory 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 (e.g., headings), 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 (e.g., in contrast, especially).
	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.
PRODUCTION AND DISTRIBUTION OF WRITING	
	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DATE TAUGHT	
PRODUCTION AND DISTRIBUTION OF WRITING CONTINUED	
	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)
	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.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
	Recall relevant information from experiences 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.
	Apply grade 5 Reading standards to literature.
	Apply grade 5 Reading standards to informational texts.
RANGE OF WRITING	
	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.
SPEAKING AND LISTENING	
COMPREHENSION AND COLLABORATION	
	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.
	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
	Follow agreed-upon rules for discussions and carry out assigned roles.
	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
PRESENTATION OF KNOWLEDGE AND IDEAS	
	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)

PARENT GUIDE

GRADE FIVE ENGLISH LANGUAGE ARTS CURRICULUM

DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade Five.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

CAPACITIES OF THE LITERATE INDIVIDUAL	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
LANGUAGE	
CONVENTIONS OF STANDARD ENGLISH	
	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.
	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
	Use verb tense to convey various times, sequences, states, and conditions.
	Recognize and correct inappropriate shifts in verb tense.
	Use correlative conjunctions (e.g., either/or, neither/nor).
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Use punctuation to separate items in a series.
	Use a comma to separate an introductory element from the rest of the sentence.
	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
	Use underlining, quotation marks, or italics to indicate titles of works.
	Spell grade-appropriate words correctly, consulting references as needed.
KNOWLEDGE OF LANGUAGE	
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

VOCABULARY ACQUISITION AND USE	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Interpret figurative language, including similes and metaphors, in context.
	Recognize and explain the meaning of common idioms, adages, and proverbs.
	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
WRITING	
TEXT TYPES AND PURPOSES	
	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 (e.g., consequently, specifically).
	Provide a concluding statement or section related to the opinion presented.
	Write informative/explanatory 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 (e.g., headings), 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 (e.g., in contrast, especially).
	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.
PRODUCTION AND DISTRIBUTION OF WRITING	
	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

PRODUCTION AND DISTRIBUTION OF WRITING CONTINUED	
	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)
	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.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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RANGE OF WRITING	
	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.
SPEAKING AND LISTENING	
COMPREHENSION AND COLLABORATION	
	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.
	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
	Follow agreed-upon rules for discussions and carry out assigned roles.
	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
PRESENTATION OF KNOWLEDGE AND IDEAS	
	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)