

**Fifth Grade Language Arts
First Quarter, 2011-2012**

SKILLS

Grammar – Monday

Process: *Language Arts Today* textbook, Grade 6 level

Prepositions and prepositional phrases. Three weeks

Unit 1: Kinds of sentences; simple and complete subjects and predicates; compound sentences; fragments and run-on sentences; sentence punctuation.

Unit length - four weeks

Unit 3: Nouns—proper and common, singular, plural, and possessive.

Appositives, how language changes. Unit length – two weeks

Caught 'Ya sentence editing, 2 times per week

Product: Homework quizzes on each weekly grammar assignment to check completion and comprehension of homework and to encourage organizational skills.

Test at the completion of each unit

Caught 'Ya/editing sentences turned in after each set of 2-4 sentences

Assessment: (25% of L. A. grade)

Based on grammar unit tests, HW completion and quizzes, and *Caught 'Ya*/editing sentences

Spelling – Tuesday

Process: *Spelling and Vocabulary, Houghton Mifflin, Book 6*

One lesson per week, to include commonly misspelled words and/or individualized list from student's writing. Focus on spelling rules.

Vocabulary enrichment: Students will have the opportunity to challenge themselves by adding one lesson per week from *Red Hot Root Words*. Students will contract to learn from 5-25 additional words.

Product/Assessment: (25% of L. A. grade) Weekly test grades and homework completion.

Doing HW completely, accurately, and on time will count for 25% of the spelling grade. Test grade on weekly word list counts for the other 75%. Students who do additional vocabulary work will have the opportunity to earn higher effort grades.

COMPOSITION – Wednesday through Friday

Process: Journal writing – Write 1-2 entries per week using prompts from *Word Bank Journal*

Enter fall *Creative Communications* contest

Enter October *Cricket* contest

Narrative Essays – based on story modeling (*The Nightingale, The Bremen Town Musicians*)

Focus on the elements of a story, developing action, specific details, and point of view.

Editing Skills for Grade 5—Learn and practice targeted editing skills. Write a short in-class composition after each lesson.

Creative thinking via class brainstorming of ideas, creating lists, and developing webs to plan compositions

Sharing writing via peer editing, writers' circles, and author's chair

Develop composition skills via the use of writing centers

Product: Students save all writing in a personal portfolio to be stored in the classroom. Revised,

polished pieces will be entered in competitions.

Assessment: (50% of L. A. grade) Based on the grade for the weekly story, essay, or revised competition piece. Compositions are generally due on Monday of each week and are worth 100 points.

Editing Skills in-class compositions are worth 10 points each and are composed every other week.

Throughout the year, much of the writing students do will involve learning the entire writing process: prewriting, brainstorming for creative ideas, and using various types of graphic organizers before embarking upon a first draft. Revision is ongoing throughout this process. Pieces written for a competition will be revised much more thoroughly than regular weekly writing assignments.

Fifth Grade Language Arts Second Quarter, 2011-2012

SKILLS

Grammar – Monday

Process: *Language Arts Today* textbook

Complete Unit 3 on Nouns

Unit 5: Verbs – main, helping, direct and indirect objects, transitive and intransitive verbs, principal parts of regular and irregular verbs, subject-verb agreement, commas in a series

Begin Unit 7: Pronouns – personal, antecedents, usage, possessive, indefinite, abbreviations

Caught 'Ya sentence editing, 1-2 times per week

Product: Homework quizzes on each weekly grammar assignment to check completion and comprehension of homework and to encourage organizational skills.

Test at the completion of each unit

Caught 'Ya/editing sentences turned in after each set of 2-4 sentences

Assessment: (25% of L. A. grade)

Based on grammar unit tests, HW completion and quizzes, and Caught 'Ya/editing sentences

Vocabulary – Tuesday

Process: *Vocabulary Workshop, Level A, Salier-Oxford* textbook

One lesson per week. Study four words daily for five minutes. Know spelling and definitions

Vocabulary enrichment: Students will have the opportunity to challenge themselves by adding one lesson per week from *Red Hot Root Words*. Students will contract to learn from 5-25 additional words.

Product/Assessment: (25% of L. A. grade)

Based on completing exercises in class and for homework; weekly quizzes

Students who do additional vocabulary work will have the opportunity to earn higher effort grades.

COMPOSITION – Wednesday through Friday

Process: Journal writing – Write 1-2 entries per week using prompts from *Word Bank Journal*
Expository – *Letters About Literature* contest. Students will compile a short list of possible books to use for this contest. Next they will prepare their entries. Each will write a letter to the author of a book that opened the student's world in some way. Producing a meaningful analysis of the book in relation to their experience and communicating their realizations will require critical thinking and endurance (at least 3-4 revisions). Due date: Early December

Narrative Essays – based on story modeling (*The Stinky Cheese Man, Anatole*)

Creative thinking via class brainstorming of ideas, creating lists, and developing webs to plan compositions

Sharing writing via peer editing, writers' circles, and author's chair

Develop composition skills via the use of writing centers

Product: Students save all writing in a personal portfolio to be stored in the classroom. Revised, polished piece will be entered in competition.

Assessment: (50% of L. A. grade) Based on the grade for the weekly story, essay, or revised

competition piece. Compositions are generally due on Monday of each week and are worth 100 points.

Editing Skills in-class compositions are worth 10 points and are composed every other week.

**Fifth Grade Language Arts
Third Quarter, 2011-2012**

SKILLS

Grammar – Monday

Process: *Language Arts Today* textbook

Complete Unit 7 on Pronouns

Unit 9: Adjectives, articles, demonstratives, comparison, proper adjectives

Begin Unit 11: Adverbs, modifying adjectives and adverbs, comparison, double negatives, commas with interrupters

Caught 'Ya sentence editing, 1-2 times per week

Product: Homework quizzes on each weekly grammar assignment to check completion and comprehension of homework and to encourage organizational skills.

Test at the completion of each unit

Caught 'Ya/editing sentences turned in after each set of 2-4 sentences

Assessment: (25% of L. A. grade)

Based on grammar unit tests, HW completion and quizzes, and *Caught 'Ya*/editing sentences

Spelling – Tuesday

Process: *Spelling and Vocabulary, Houghton Mifflin, Bk 6*

Minimum of one lesson per week, to include commonly misspelled words and/or individualized list from student's writing. Focus on spelling rules.

Vocabulary enrichment: Students will have the opportunity to challenge themselves by adding one lesson per week from *Red Hot Root Words*. Students will contract to learn from 5-25 additional words.

Product/Assessment: (25% of L. A. grade) HW quizzes on exercises, weekly test grades, and homework completion. Doing HW completely, accurately, and on time will count for 25% of the spelling grade. Test grade on weekly word list counts for the other 75%. Students who do additional vocabulary work will have the opportunity to earn higher effort grades.

COMPOSITION – Wednesday through Friday

Process: ~Journal writing – Write 1-2 entries per week using prompts from *Word Bank Journal*
Narrative writing to develop prompts. Students will still have a “model” to follow, but the story they compose will be an extension of this model. For example, they will write an additional chapter or add another adventure They will also compose an entire story using only a picture as an inspiration. The focus will be on embedding details and using vivid description to enhance the plot. (*American Tall Tales, The Mysteries of Harris Burdick*)

Enter March *Cricket* writing contest

Begin *Writing Mysteries in the Classroom* project

Creative thinking via class brainstorming of ideas, creating lists, and developing webs to plan compositions

Sharing writing via peer editing, writers' circles, and author's chair

Product: Students save all writing in a personal portfolio to be stored in the classroom. Revised, polished pieces will be entered in competitions.

Assessment: (50% of L. A. grade) Based on the grade for the weekly story, essay, or revised competition piece. Compositions are generally due on Monday of each week and are worth 100 points.

Editing Skills in-class compositions are worth 10 points each and are composed every other week.

**Fifth Grade Language Arts
Fourth Quarter, 2011-2012**

SKILLS

Grammar – Monday

Process: *Language Arts Today* textbook

Complete Unit 11 on Adverbs

Unit 13: Prepositions, Conjunctions, and Interjections

Caught 'Ya sentence editing, 1-2 times per week

Product: Homework quizzes on each weekly grammar assignment to check completion and comprehension of homework and to encourage organizational skills.

Test at the completion of each unit

Caught 'Ya/editing sentences turned in after each set of 2-3 sentences

Assessment: (25% of L. A. grade)

Based on grammar unit tests, HW completion and quizzes, and *Caught 'Ya*/editing sentences

Vocabulary – Tuesday

Process: *Vocabulary Workshop, Level A, Salier-Oxford* textbook

One lesson per week. Study four words daily for five minutes. Know spelling and definitions.

Vocabulary enrichment: Students will have the opportunity to challenge themselves by adding one lesson per week from *Red Hot Root Words*. Students will contract to learn from 5-25 additional words.

Product/Assessment: (25% of L. A. grade)

Based on completing exercises in class and as homework, weekly quizzes

Students who do additional vocabulary work will have the opportunity to earn higher effort grades.

COMPOSITION – Wednesday through Friday

Process: Narrative writing to develop prompts. Students will still have a “model” to follow, but the story they compose will be an extension of this model. For example, they will write an additional chapter or add another adventure—(*Just So Stories, Grimm's Fairy Tales*). Fiction writing this quarter will also consist of composing stories stemming from specific prompts. Since this is more difficult than using a model, students will do more extensive prewriting and make use of graphic organizers to plan their stories. Clear plot development and use of rich description will be emphasized.

Complete mystery-writing unit.

Expository – compose a simplified essay modeled after the concept of the five paragraph essay. Students will compare and contrast two topics. Focus will be on topic sentences, supporting details, examples, and transition words.

Creative thinking via class brainstorming of ideas, creating lists, and developing webs to plan compositions

Sharing writing via peer editing, writers' circles, and author's chair

Product: Students save all writing in a personal portfolio to be stored in the classroom. Portfolio will be sent home for your summer reading enjoyment.

Assessment: (50% of L. A. grade) Based on the grade for the weekly story, essay, or revised competition piece. Compositions are generally due on Monday of each week and are worth 100 points.

Editing Skills in-class compositions are worth 10 points and are composed every other week.