

**KPBSD GRADE 5 LANGUAGE ARTS CURRICULUM GUIDE**

**ON-GOING**

<b>Standard</b>	<b>Essential Skill</b>	<b>Sequence &amp; Duration</b>	<b>Sample Teaching Strategy/ Possible Integration</b>	<b>Resources and Text:</b>	<b>Assessment</b>
NEW	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. 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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	On-going thru year			
NEW	Spell grade-appropriate words correctly, consulting references as needed	On-going thru year	Students demonstrate spelling proficiency in daily writing tasks, using references as needed. (e.g., word walls, word banks, etc.)		

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2.6.1(L)	Consult reference materials as needed, such as, looking up spelling or definitions of words in dictionaries, or correct misspellings using software programs, and using a thesaurus to find synonyms for common words.	On-going thru year	6.A.5.1; 6.A.5.2 Look up spelling or definitions of words in dictionaries, or correct misspellings using software programs		
NEW	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.	On-going thru year			
KPBSD	Write legibly in cursive or print form	On-going thru year	Students will practice cursive writing.	HWT materials	

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**FIRST QUARTER**

<b>Standard</b>	<b>Essential Skill</b>	<b>Sequence &amp; Duration</b>	<b>Sample Teaching Strategy/ Possible Integration</b>	<b>Resources and Text:</b>	<b>Assessment</b>
NEW 2.3.4	Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.				
NEW 2.3.3	Use punctuation to separate items in a series				
NEW 2.3.3	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?).				
NEW 2.3.3	Use underlining, quotation marks, or italics to indicate titles of works.				
NEW 2.2.1 2.2.3 2.1.3 2.1.4	Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).  a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.			(2.1.3) Volume 2: TE T47, T52-T55 (2.1.4) Volume 3: TE T124 (2.2.1) Volume 1: TE T50-T52, T119, T199- T200, T265, T271- T272, T291, T337, T342- T344, T367 Volume 2: TE T119	<b>COMMON QUARTER</b>

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	<p>b. Use narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.</p> <p>c. Use a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events.</p> <p>d. Use concrete words and phrases, sensory details, and elaboration to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>			<p><b>(2.2.3)</b> Volume 1: TE T45, T52-T53, T119, T125-T127, T193, T198-T201, T219, T270- T271, T342-T344 Volume 2: TE T124-T127, T145, T352</p>	
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SECOND QUARTER

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
NEW	Use a comma to separate an introductory element from the rest of the sentence.				
NEW 2.3.4	Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i> ) verb tenses.		Students use lists of verbs to complete three-column charts with the headings Past Perfect, Present Perfect, Future Present.		
NEW 2.3.4	Use verb tense to convey various times, sequences, states, and conditions.				
KPBSD	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.		Students reflect on key ideas from previous discussions and write conclusions that synthesize learning.		
NEW 2.2.2 2.1.1 2.1.3 2.1.4	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and		Students plan informative/explanatory pieces by developing key questions (e.g., <i>What are the causes of__?; How do/does_____work?; What would happen if_____?</i> ).	<b>(2.1.1)</b> Volume 3: TE T52-T55, T196-T199, T268-T271, T342-T343 <b>(2.1.3)</b> Volume 2: TE T47, T52-T55 Volume 3: TE T124-T127 <b>(2.1.4)</b> Volume 4: TE T270	<b>COMMON QUARTER</b>

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	<p>multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that supports the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.</p>			<p><b>(2.2.2)</b>            Volume 2:            TE T73, T179, T193,            T198-T201, T265, T270-            T273, T337, T342-T344,            T367            Volume 3:            TE T47, T63, T73, T119,            T191, T263, T337,            T367            Volume 4:            TE T45, T50-T53, T126-            T129, T271-T273,            T337</p>	

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THIRD QUARTER

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
NEW 2.3.4	Recognize and correct inappropriate shifts in verb tense.*		Students read passages containing incorrect verb tenses. Students identify the incorrectly used verbs and replace with appropriate verb tenses.	Volume 3: TE T49-T51, T120-T123, T145, T192-T195, T217, T339-T340 Volume 4: TE T47-T49, T122-T125, T192-T194, T267-T269, T291, T339-T341 Volume 5: TE T51-T53, T75, T122-T125, T147, T194, T267-T269, T291, T338, T340 Volume 6: TE T38-T39, T85, T129, T173, T219, T222-T223	
NEW 2.3.4	Use correlative conjunctions (e.g., either/or, neither/nor).		Using a list of correlative conjunctions (e.g., <i>both/and, not only/but also, either/or, neither/nor, whether/or, such/that, as/as, as/so, between/and</i> ), students work with partners and compose sentences with each set.		

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<p>NEW 3.2.2</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information.</p> <p>a. 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.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically, most of all</i>).</p> <p>d. Provide a concluding statement or section that reinforces or restates the opinion presented.</p>		<p>Students are provided topics of personal interest (e.g., persuading parents for something wanted, changing school rules). Students write introductory paragraphs stating opinions and brainstorm reasons, arguments, facts, and details that support opinions.</p>	<p><b>(2.1.3)</b> Volume 5: TE T55-T57, T126-T129, T194-T199, T219, T271, T343-T344 Volume 6: TE T175</p>	<p><b>COMMON QUARTER</b></p>
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FOURTH QUARTER

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
2.4.2(L)	Give/receive appropriate feedback and use established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics)		Students use pre-determined scoring guides when evaluating work.	<b>Volume 5:</b> TE T49, T121, T193, T196-T197, T265, T268-T269, T281, T335, T337, T344-T345, T352 <b>Volume 6:</b> TE T37, T39, T83, T125, T127, T171, T216-T217, T221-T222	
NEW	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (e.g., use a graphic organizer or note cards completed while listening to summarize or paraphrase key ideas presented by a speaker).		While listening to oral presentations, students write supporting evidence or reasons on outlines, listing key points of speakers' messages.		
NEW 2.5.1	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				
NEW	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Report on topic, present opinion, sequencing ideas		TECH: 1.B.5.1; 2.B.5.1; 3.B.5.1; 6.A.5.2; 6.B.5.1; 3.C.5.2 Incorporate technology into presentation. Select and use an appropriate encyclopedia. Use key words and/or phrases to search the Internet. Copy picture & text and paste into the		<b>COMMON QUARTER</b>

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	<p>logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; clearly speak at an understandable pace, Incorporating appropriate body basics (e.g., posture, eye contact, movement, gestures) while giving presentations</p>		<p>document w/website URL(s). Navigate a variety of web sites using self-selected book marks to find information. Use a word processor.</p>		