

Key Information about the Reading Language Arts Program/Harcourt Brace Collections – Fifth Grade

The Lakewood City Schools Language Arts Program is aligned with the Ohio Academic Content Standards, K –12 English Language Arts.

I. Lakewood City Schools Course of Study

- Arranged by 10 mandated Standards (general statement of what all students should know and be able to do)
- Each Standard coordinated with Benchmarks (Benchmarks are used to measure a student’s progress toward meeting the standard)
4-7 Reading, 5-7 Writing, Research and Communication
- Each Benchmark coordinated with Grade Level Indicators (checkpoints that measure knowledge all students demonstrate at each grade level)
- Grade 6 OPT and grade 10 OGT outcomes referenced in Grade Level Indicators
- Grade 6 OPT and grade 10 OGT outcomes and assessments listed at the end of each Standard
- Harcourt Brace teaching resources and suggested practices have been aligned with Indicators (story titles in bold print)
- Teacher’s Notes section included for personal ideas

II. Connections to Harcourt Brace

- Matrix–style document provides Reading and Grammar Focus Skills, Focus Reading Strategy, Writing Strategy, and Spelling/Phonics Strategy for each story
- Assists in determining which stories best teach the Grade Level Indicators
- Includes Companion selections with titles, genre and focus skill
- Includes 5th grade Appendix A: Activity Suggestions and Resource List

III. Collections: Harcourt Brace Teacher’s Editions

- Six manuals (one per theme): one student book
- Provides a comprehensive overview
- Introductory pages at the beginning of each story include 5-day lesson plans and essential strategies and information
- Instructional strategies offered throughout the lesson/story
- Management options and extension of skills and strategies offered at the end of the story
- Two tabbed sections at end of each manual (Theme Resources and Additional Resources) include Comprehension and Activity cards, Rubrics, IRI, etc.

IV. Collections: Additional Reading Texts

- *Timeless Tales* Intervention Reader
- Guided Reading Library

Lakewood City Schools Language Arts Course of Study – Fifth Grade

Phonemic Awareness, Word Recognition, and Fluency Standard

Students in the primary grades learn to recognize and decode printed words, developing the skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of third grade they demonstrate fluent oral reading, varying their intonation and timing as appropriate for the text.

Grades Four – Eight

Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pitch. They plan control over a wider, complex sight vocabulary and over complex, longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.

Lakewood City Schools Language Arts Course of Study – Fifth Grade

Acquisition of Vocabulary Standard

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

4-7 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Use context clues and text structures to determine the meaning of new vocabulary.</p>	<p>By the end of Grade 5, the student will:</p> <p><i>Contextual Understanding</i></p> <ol style="list-style-type: none"> 1. Define the meaning of unknown words by using context clues and the author’s use of definition, restatement and example. 2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs. 	<p>Indicators 1 and 2: Theme 1 “Yang the Third…” Theme 5 “Off and Running”</p> <ul style="list-style-type: none"> • Harcourt vocabulary transparencies with every story <p>Indicator 2: Theme 5 “Frindle”</p> <ul style="list-style-type: none"> • T89 (homographs), T217 (synonyms), T599 (antonyms), T1401 (homophones)
<p>C) Apply knowledge of connotation and denotation to learn the meaning of words.</p>	<ol style="list-style-type: none"> 3. Identify the connotation and denotation of new words. 	<ul style="list-style-type: none"> • T1153 (annotation only) -use supplemental materials
<p>B) Infer word meaning through identification and analysis of analogies and other word relationships.</p>	<p><i>Conceptual Understanding</i></p> <ol style="list-style-type: none"> 4. Identify and understand new uses of words and phrases in text, such as similes and metaphors. 5. Use word origins to determine the meaning of unknown words and phrases. 	<p>Indicator 4: Theme 2 “Woodsong”</p> <ul style="list-style-type: none"> • Simile T398-399 – Definitions to make • Simile T749 – (Theme 4) – Comparing • Simile/Metaphor and illustrating <p>Indicator 5: Theme 6 Spelling – “Name this American”</p> <ul style="list-style-type: none"> • There are word study boxes relating origins of words in Latin, Spanish, French, German, etc. • Possible to make word wall of newly learned origins

<p>D) Use knowledge of symbols, acronyms, word origins and derivations to determine the meaning of unknown words.</p> <p>E) Use knowledge of roots and affixes to determine the meaning of complex words.</p>	<p><i>Structural Understanding</i></p> <p>6. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.</p> <p>7. Identify the meaning of abbreviations.</p>	<p>Indicator 6: Theme 1 “Hot & Cold Summer” Theme 6 “Little by Little”</p> <ul style="list-style-type: none"> • Spelling lists organized with similar prefixes and suffixes to decode meaning • Discover/discuss prefixes/suffixes (T81) and within context of stories (T575, T615, T727) • Create teacher made chart of prefixes/suffixes and meaning <p>Indicator 7: Theme 2 “Woodsong” – Grammar Lesson</p> <ul style="list-style-type: none"> • Use of Daily Edit to introduce/review abbreviations
<p>F) Use multiple resources to enhance comprehension of vocabulary.</p>	<p><i>Tools and Resources</i></p> <p>8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features such as definitional footnotes or sidebars.</p>	<ul style="list-style-type: none"> • Harcourt Glossary is used for vocabulary • Teach reference materials lesson through modeling – Scavenger Hunt! • Teach with non-fiction stories such as “Summer of Fire,” “Oceans,” “Seeing Earth from Space” (Theme 3) • Cross-curricular activities

<p>Related Proficiency Outcomes/ Related Assessments</p>	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • There are many opportunities to teach unknown words in the context of guided reading. • Take the liberty of using actual poems to teach simile/metaphor in context. • Prefixes/suffixes – there aren’t great individual lessons – it is woven into stories/guided reading. • In general, stick to your Four Block for Language Arts instruction <ul style="list-style-type: none"> • Self-selected Reading • Guided Reading • Word Work • Writer’s Workshop
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Lakewood City Schools Language Arts Course of Study – Fifth Grade

Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies Standard

Students develop and learn to apply strategies, such as predicting and recalling, that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

4-7 Benchmarks	Grade Level Indicators	Teaching Resources
A) Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.	<p>By the end of Grade 5, the student will:</p> <p><i>Comprehension Strategies</i></p> <p>1. Establish and adjust purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems.</p>	<ul style="list-style-type: none"> • Beginning of the year teach 4 kinds (Entertain, Inform, Persuade, Explain) • Set purpose for each story • Provided in prereading strategy for each story
B) Apply effective reading comprehension strategies, including summarizing, and making predictions and comparisons using information in text, between text and across subject areas.	<p>2. Predict and support predictions with specific references to textual examples that may be in widely separated sections of text.</p> <p>3. Make critical comparisons across texts. (R6.14)*</p>	<p>Indicator 2:</p> <p>Theme 2 “The Boonsville Bombers”</p> <p>Theme 4 “Hattie’s Birthday Box”</p> <p>Theme 6 “Little by Little”</p> <ul style="list-style-type: none"> • KWL – T1328 • Timeline – T1242 • Character charts – T1374 • Prediction chart – T41 – Practice Book p. 2 • Prediction cards with prove it statements <p>Indicator 3:</p> <ul style="list-style-type: none"> • Venn diagram – T166 • Comparison chart – T455 • Companion Selections • Comprehension Card #8

	<p>4. Summarize the information in texts, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each. (R6.2, 6.11)*</p> <p>5. Make inferences based on implicit information in texts, and provide justifications for those inferences. (6.3, 6.12)*</p> <p>6. Select, create, and use graphic organizers to interpret textual information.</p> <p>7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media. (R6.3, 6.4, 6.12, 6.13)*</p>	<p>Indicator 4: Theme 1 “Mick Harte was Here” Theme 2 “Island of the Blue Dolphins” Theme 6 “Across the Wide Dark Sea”</p> <ul style="list-style-type: none"> • Practice Book has Summarize worksheet for each story and a required one sentence summary <p>Indicator 5: Theme 1 “Mick Harte was Here”</p> <ul style="list-style-type: none"> • Should be done in every story through questioning (Bloom’s) (T194 good lesson) <p>Indicator 6: <ul style="list-style-type: none"> • Venn diagrams, flow charts, timelines, cause/effect, story maps, KWL • Companion Selections </p> <p>Indicator 7: <ul style="list-style-type: none"> • Questions/levels are present in Harcourt in margins • Make Bloom’s Board giving sample questions in each level </p>
<p>D) Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.</p>	<p><i>Self-Monitoring Strategies</i></p> <p>8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back or summarizing what has been read so far in text.</p> <p>9. List questions and search for answers within the text to construct meaning.</p>	<p>Indicator 8: Theme 1 “Dear Mrs. Parks” Theme 2 “We’ll Never Forget You…” Theme 3 “Oceans” & “Seeing Earth…” Theme 4 “Evelyn Cisneros…” Theme 5 “The Hundred Dresses” Theme 6 “Name This American”</p> <p>Indicator 9: <ul style="list-style-type: none"> • “Think About It Questions” at end of stories </p>

	<p><i>Independent Reading</i></p> <p>10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).</p> <p>11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p>Indicator 10: Properly run self-selected reading time to choose own book with weekly conferences with teacher</p> <p>Indicator 11: Every day 15 minutes!</p>
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<p>*Related Proficiency Outcomes/ Related Assessments</p> <p>R6.2 and R6.11 Summarize the text.</p> <p>R6.3 and R6.12 Infer from the text.</p> <p>R6.4 and R6.13 Respond to the text.</p> <p>R6.5 and R6.14 Compare and contrast aspects of the text, for example, characters or setting.</p> <p>R6.10 Analyze the text, examining, for example, author's use of comparison and contrast, cause and effect, or fact and opinion.</p>	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • The use of literature circles is an extremely effective practice. • Six jobs – daily meetings/readings <ul style="list-style-type: none"> • Discussion/direction • Passage Master • Connector • Vocabulary Enricher • Illustrator • Summarizer • There is no need to go story by story, in order, from the series, front to back. Skip around, vary genre and form.
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Lakewood City Schools Language Arts Course of Study – Fifth Grade

Reading Applications: Informational, Technical, and Persuasive Text Standard

Students gain information from reading for purposes of learning about a subject, doing a job, forming an opinion and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps, and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

4-7 Benchmarks	Grade Level Indicators	Teaching Resources
A) Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.	<p>By the end of Grade 5, the student will:</p> <p>1. Use text features such as chapter titles, headings and subheadings; parts of books including the index and table of contents; and online tools (search engines) to locate information.</p>	<p>Indicator 1:</p> <ul style="list-style-type: none"> • T576 – “Graphic Sources” • See Media Specialist for online lessons • A2-7 – (in back of book) • Comprehension Card #7 • Cross-curricular
B) Recognize the difference between cause and effect and fact and opinion to analyze text. (R6.10)*	<p>2. Identify, distinguish between and explain examples of cause and effect in informational text. (R6.10)*</p> <p>7. Analyze the difference between fact and opinion. (R6.18)*</p>	<p>Indicator 2: Theme 3 “Earthquake Terror”</p> <ul style="list-style-type: none"> • Incorporate in various lessons • Cross-curricular <p>Indicator 7: Theme 4 “Wonderful...William Joyce”</p> <ul style="list-style-type: none"> • Cross-curricular

<p>C) Explain how main ideas connect to each other in a variety of sources.</p>	<p>3. Compare important details about a topic using different sources of information including books, magazines, newspapers and online resources. (R6.10)*</p> <p>4. Summarize the main ideas and supporting details. (R6.11)*</p> <p>5. Analyze information found in maps, charts, tables, graphs and diagrams.</p> <p>6. Clarify steps in a set of instructions or procedures for proper sequencing and completeness and revise if necessary.</p>	<p>Indicator 3: Theme 3 “Case of the Blue Planet” and “Seeing Earth from Space” Theme 6 “What’s the Big Idea…”</p> <ul style="list-style-type: none"> • Cross-curricular <p>Indicator 4: Theme 6 “Black Frontiers”</p> <ul style="list-style-type: none"> • Sentence summary with each story including details • Main idea work – stated or implied <p>Indicator 5: Theme 3 “Summer of Fire” and “Oceans”</p> <ul style="list-style-type: none"> • Use 6th Grade OPT for practice <p>Indicator 6: Theme 2 “The Boonsville Bombers” Informative Writing “How To” Paragraph</p> <ul style="list-style-type: none"> • Iditarod Dream PBp.52
<p>D) Identify arguments and persuasive techniques used in informational text. (R6.15)*</p>		
<p>E) Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic. (R6.15)*</p>	<p>8. Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader.</p>	<p>Indicator 8:</p> <ul style="list-style-type: none"> • Teacher made materials/activities • (*See math teacher) • Comprehension Cards #7 & 8
<p>F) Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text. (R6.11)*</p>	<p>9. Identify and understand an author’s purpose for writing including to explain, to entertain or to inform. (R6.18)*</p>	<p>Indicator 9: Theme 5 “Dear Mr. Henshaw”</p> <ul style="list-style-type: none"> • Set purpose for every story • Comprehension Card #5

*Related Proficiency Outcomes/ Related Assessments	Teacher Notes:
<p>R6.10 Analyze the text, examining, for example, author's use of comparison and contrast, cause and effect, or fact and opinion.</p> <p>R6.11 Summarize the text.</p> <p>R6.15 Critique and evaluate the text for such elements as organizational structure and logical reasoning.</p> <p>R6.18 Explain how an author uses contents of a text to support his/her purpose for writing.</p>	<ul style="list-style-type: none">• It is very important to find other reading sources besides basal. Use:<ul style="list-style-type: none">• Novels• Newspaper• Magazines (TFK, National Geographic)• Textbooks• Poetry• Online articles• Give actual artifacts to study and interact with.

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Reading Applications: Literary Text Standard

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author’s use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

4-7 Benchmarks	Grade Level Indicators	Teaching Resources
	By the end of Grade 5, the student will:	
A) Describe and analyze the elements of character development.	1. Explain how a character’s thoughts, words and actions reveal his or her motivations. (R6.1, 6.5)*	Indicator 1: Theme 1 “Sees Behind Trees” Theme 4 “Hattie’s Birthday Box” <ul style="list-style-type: none"> • Character trees/character charts • Comprehension Chart #1
B) Analyze the importance of setting.	2. Explain the influence of setting on the selection. (R6.1, 6.5)*	Indicator 2: Theme 4 “Hattie’s Birthday Box” <ul style="list-style-type: none"> • Comprehension Card #2
C) Identify the elements of plot, and establish a connection between an element and a future event. (R6.1)*	3. Identify the main incidents of a plot sequence, and explain how they influence future action. (R6.1)*	Indicator 3: Theme 4 “Hattie’s Birthday Box” <ul style="list-style-type: none"> • Comprehension Card #3
D) Differentiate between the points of view in narrative text. (R6.1, 6.6)*	4. Identify the speaker, and explain how point of view affects the text. (R6.1, 6.6)*	Indicator 4: Theme 4 “Satchmo’s Blues” <ul style="list-style-type: none"> • Practice Book pp. 136-137 – “Little by Little” activity as well
E) Demonstrate comprehension by inferring themes, patterns and symbols.	5. Summarize stated and implied themes. (R6.1)*	Indicator 5: <ul style="list-style-type: none"> • Comprehension Card #4

<p>F) Identify similarities and differences of various literary forms and genres.</p>	<p>6. Describe the defining characteristics of literary forms and genres including poetry, drama, chapter books, biographies, fiction and non-fiction</p> <p>7. Interpret how an author’s choice of words appeals to the senses and suggests mood. (R6.6)*</p>	<p>Indicator 6:</p> <ul style="list-style-type: none"> • Each genre should be stored and discussed with each story • Keep chart/library of each kind of story to read <p>Indicator 7: Theme 2 “Iditarod Dream” Theme 3 “Earthquake Terror” Theme 4 “The Empty Box” and “Satchmo’s Blues”</p> <ul style="list-style-type: none"> • Companion Selections • Comprehension Card #6
<p>G) Explain how figurative language expresses ideas and conveys mood. (R6.6)*</p>	<p>8. Identify and explain the use of figurative language in literary works including idiom, simile, hyperbole, metaphor, and personification. (R6.6)*</p>	<p>Indicator 8: Theme 2 “Woodsong” Theme 2: T380, R75 (teaches all but idiom – see T213)</p>

<p>*Related Proficiency Outcomes/ Related Assessments</p> <p>R6.1 Analyze aspects of the text, examining, for example, characters, setting, plot, problem/solution, point of view, or theme.</p> <p>R6.5 Compare and contrast aspects of the text, for example, characters or setting.</p> <p>R6.6 Critique and evaluate the text.</p>	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • Reader’s Theater, pantomiming and rewriting stories into plays works well. • Change author’s point-of-view (1st or 3rd) and rewrite part of story.
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Lakewood City Schools Language Arts Course of Study – Fifth Grade

Writing Processes Standard

Students’ writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

5-7 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Generate writing topics and establish a purpose appropriate for the audience.</p> <p>B) Determine audience and purpose for self-selected and assigned writing tasks.</p> <p>C) Clarify ideas for writing assignments by using graphic or other organizers.</p>	<p>By the end of Grade 5, the student will:</p> <p>Prewriting</p> <ol style="list-style-type: none"> 1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. 2. Conduct background reading, interviews or surveys when appropriate. 3. State and develop a clear main idea for writing. (W6.4)* 4. Determine a purpose and audience. 5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing. 	<p>Indicator 1: Theme 5 Research-Writing Unit</p> <ul style="list-style-type: none"> • HB 5-Day Lesson Planner for Writing • Brainstorm/web/discuss/writing prompt folder <p>Indicator 3:</p> <ul style="list-style-type: none"> • Formula Writing • Writer’s Checklist <p>Indicator 4:</p> <ul style="list-style-type: none"> • HB 5-Day Lesson Planner for Writing – each theme has specific writing form focus <ul style="list-style-type: none"> • T94 – describing • T134 – entertaining • T284 – explain/inform • T516 – persuade <ul style="list-style-type: none"> ° All give sample transparency and details for each <p>Indicator 5:</p> <ul style="list-style-type: none"> • Formula Writing

<p>D) Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs, and the logic and effectiveness of word choices. (W6.2, 6.3, 6.4)*</p> <p>F) Edit to improve fluency, grammar and usage.</p> <p>E) Select more effective vocabulary when editing by using a variety of resources and reference materials.</p> <p>G) Apply tools to judge the quality of writing.</p>	<p><i>Drafting, Revising and Editing</i></p> <p>6. Organize writing beginning with an introduction and concluding with a resolution of plot, closing statement or a summary of important ideas and details. (W6.2)*</p> <p>7. Vary simple, compound and complex sentence structures. (W6.5, 6.6)*</p> <p>8. Group related ideas into paragraphs including topic sentences following paragraph form and maintain a consistent focus across paragraphs.</p> <p>9. Vary language and style as appropriate to audience and purpose. (W6.3)*</p> <p>10. Use available technology to compose text.</p> <p>11. Reread and assess writing for clarity, using a variety of methods (e.g., writer’s circle or author’s chair). (W6.4)*</p> <p>12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose. (W6.1, 6.4)*</p> <p>13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning. (W6.4)*</p> <p>14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.</p>	<p>Indicator 6:</p> <ul style="list-style-type: none"> • Formula Writing – Marcia Freeman “Building A Writing Classroom” • Writer’s Checklist <p>Indicator 7: Theme 2 Grammar for “We’ll Never Forget You…” and “Iditarod Dream”</p> <p>Indicator 8:</p> <ul style="list-style-type: none"> • Formula Writing – Marcia Freeman <p>Indicator 9:</p> <ul style="list-style-type: none"> • Taught in Figurative Language, Thesaurus Work <p>Indicator 10:</p> <ul style="list-style-type: none"> • Claris Works • Amazing Writing Machine • AlphaSmarts • <p>Indicator 11:</p> <ul style="list-style-type: none"> • Peer editing using rubric • Writing Circles <p>Indicator 12:</p> <ul style="list-style-type: none"> • Peer editing, conferencing, modeling <p>Indicator 13:</p> <ul style="list-style-type: none"> • Peer editing, conferencing, modeling <p>Indicator 14:</p> <ul style="list-style-type: none"> • Personal dictionaries/thesaurus logs • Word lists provided
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	<p>15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.</p> <p>16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p>	<p>Indicator 15:</p> <ul style="list-style-type: none"> • Daily Edit <p>Indicator 16:</p> <ul style="list-style-type: none"> • Self-assessment • Peer rubric • Teacher rubric
<p>H) Prepare for writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (W6.7)*</p>	<p>Publishing</p> <p>17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.</p>	<p>Indicator 17:</p> <ul style="list-style-type: none"> • ClarisWorks/AppleWorks • Word • KidPix • Class Books • Writing Center • Class Newspaper

<p>*Related Proficiency Outcomes/ Related Assessments</p> <p>W6.1 Focus on the topic with adequate supporting ideas or examples.</p> <p>W6.2 Exhibit a logical organizational pattern that demonstrates a sense of flow and conveys a sense of completeness and wholeness.</p> <p>W6.3 Exhibit word choice appropriate to the subject, the purpose and the intended audience.</p> <p>W6.4 Communicate clarity of thought.</p> <p>W6.5 Use complete sentences except where purposeful phrases or clauses are desirable.</p> <p>W6.6 Write legibly using cursive or manuscript.</p> <p>W6.7 Demonstrate correct usage, correct spelling of frequently used words, and correct punctuation and capitalization.</p>	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • As a general note, Harcourt does a good job of showing/modeling forms of writing, purposes of writing and assessment of writing, but is weak in the actual mechanics of writing and creation of interesting and unique sentence building. It is grammar heavy and form heavy, but lacks detail into <u>how</u> to write an effective piece.
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Lakewood City Schools Language Arts Course of Study – Fifth Grade

Writing Applications Standard

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the many purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure in their writing according to audience and purpose.

5-7 Benchmarks	Grade Level Indicators	Teachings Resources
<p>A) Use <u>narrative strategies</u> (e.g., dialogue and action) to develop characters, plot and setting and maintain a consistent point of view. (W6.1)*</p>	<p>By the end of Grade 5, the student will:</p> <p>1. Write <u>narratives</u> with consistent point of view, using sensory details and dialogue to develop characters and setting. (W6.1)*</p>	<p>Indicator 1: Theme 1-Expressive Writing</p>
<p>B) Write <u>responses to literature</u> that extend beyond the summary and support judgments through references to the text. (W6.1)*</p>	<p>2. Write <u>responses to novels, stories and poems</u> that organize an interpretation around several clear ideas, and justify the interpretation through the use of examples and, specific textual evidence. (W6.1)*</p>	<p>Indicator 2: Theme 1 “Dear Mrs. Parks – making judgments</p> <ul style="list-style-type: none"> • Daily Journal Response • Literature Logs
<p>C) Produce <u>letters</u> (business, letters to the editor, job applications) that address audience needs, stated purpose and context in a clear and efficient manner. (W6.1)*</p>	<p>3. Write <u>letters</u> that state the purpose, make requests or give compliments and use business letter format. (W6.1)*</p>	<p>Indicator 3: Theme 3 “Oceans” – persuasive letter Theme 6 “Black Frontiers” – friendly letter</p>

D) Produce <u>informational essays or reports</u> that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations. (W6.1)*	4. Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structure when appropriate (e.g., cause-effect, comparison-contrast) and include facts, details and examples to illustrate important ideas. (W6.1)*	Indicator 4: Themes 2 & 5 Writing Units
D) Use <u>persuasive</u> strategies including establishing a clear position in support of a proposition or proposal with organized and relevant evidence. (W6.1)*	5. Produce informal writing (e.g., <u>journals</u> , notes, and poems) for various purposes.	Indicator 5: <ul style="list-style-type: none"> • Free writing • Journals • T9, T396 - poetry

*Related Proficiency Outcomes/ Related Assessments	Teacher Notes
<p>NOTE: Sixth Grade Proficiency Learning Outcomes and <u>writing types</u> are summary, fictional narrative, personal experience narrative, persuasive, informational, letter, thank you note, journal.</p> <p>*Invitation and letter to Editor are not specified, but implied through other writing.</p> <p>**This type of writing is not specified but will need to be addressed during phase in of standard based assessment system.</p> <p>W6.1 Focus on the topic with adequate supporting ideas or examples.</p>	<ul style="list-style-type: none"> • There is more on persuasive writing - Theme 3 • The 5th grade should teach all forms of writing that will appear on the 6th grade OPT.

Lakewood City Schools Language Arts Course of Study – Fifth Grade

Writing Conventions Standard

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purposes of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

5-7 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Use correct spelling conventions. (W6.8)*</p>	<p>By the end of Grade 5, the student will:</p> <p><i>Spelling</i></p> <ol style="list-style-type: none"> 1. Spell high-frequency words correctly. (W6.8)* 2. Spell contractions correctly. (W6.8)* 3. Spell roots, suffixes and prefixes correctly. (W6.8)* 	<p>Indicators 1, 2 and 3:</p> <ul style="list-style-type: none"> • Use of Harcourt materials/spelling worksheets and games • High frequency awareness and no excuse <p>Indicator 2: Theme 6 “What’s the Big Idea…”</p> <ul style="list-style-type: none"> • Grammar
<p>B) Use conventions of punctuation and capitalization in written work. (W6.8)*</p>	<p><i>Punctuation and Capitalization</i></p> <ol style="list-style-type: none"> 4. Use commas, end marks, apostrophes and quotation marks correctly. (W6.8)* 5. Use correct capitalization. (W6.8)* 	<p>Indicators 4 and 5:</p> <ul style="list-style-type: none"> • Daily Edit

<p>C) Use grammatical structures to effectively communicate ideas of writing. (W6.6)*</p>	<p><i>Grammar and Usage</i></p> <p>6. Use various parts of speech such as nouns, pronouns and verbs (regular and irregular). (W6.8)*</p> <p>7. Use prepositions and prepositional phrases. (W6.8)*</p> <p>8. Use adverbs. (W6.8)*</p> <p>9. Use objective and nominative case pronouns. (W6.8)*</p> <p>10. Use indefinite and relative pronouns. (W6.8)*</p> <p>11. Use conjunctions and interjections. (W6.8)*</p>	<p>Indicator 6: Grammar Lessons for: Theme 2 “Island of the Blue Dolphin” Theme 3 – All Theme 4 “Hattie...” and “Evelyn Cisneros...” Theme 5 – All</p> <p>Indicator 7: Grammar Theme 6 “Name This American”</p> <p>Indicator 8: Grammar Theme 6 “Black Frontiers”</p> <p>Indicators 9 & 10: Grammar Theme 3 - All Theme 4 “Hattie’s Birthday Box”</p> <p>Indicator 11: Grammar Theme 1 “Mick Harte was Here” Theme 2 “We’ll Never Forget You...”</p>
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<p>*Related Proficiency Outcomes/ Related Assessments</p> <p>W6.6 Write legibly using cursive or manuscript. W6.8 Include sentences of varied length and structure. Assessment</p>	<p>Teacher Notes:</p> <ul style="list-style-type: none"> Grammar and usage need to be reinforced by Daily Edit and in <u>all</u> content areas through no excuse policy and awareness!
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Lakewood City Schools Language Arts Course of Study – Fifth Grade

Research Standard

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

5-7 Benchmarks	Grade Level Indicators	Teaching Resources
A) Formulate open-ended research questions suitable for inquiry and investigation and develop a plan for gathering information.	<p>By the end of Grade 5, the student will:</p> <p>1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information</p>	<p>Indicator 1: Theme 5 Writing Unit</p> <ul style="list-style-type: none"> • Personal American Hero • T982 – research report (choose person after discussion on heroes)
B) Locate and summarize important information from multiple sources. (R6.7, 6.16)*	<p>2. Locate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). (R6.7, 6.16)*</p>	<p>Indicator 2: Theme 4 “Evelyn Cisneros” note taking</p> <ul style="list-style-type: none"> • Use of LRC, computers, Internet
C) Organize information in a systematic way.	<p>3. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers).</p> <p>4. Compare and contrast important findings and select sources to support central ideas, concepts and themes.</p>	<p>Indicator 3: Theme 4 “Evelyn Cisneros” note taking</p> <ul style="list-style-type: none"> • Using note cards with source • SQ3R (survey, question, write, review, recite) <p>Indicator 4: Theme 2 “Boonsville Bombers”</p> <ul style="list-style-type: none"> • Companion Selections • T982
D) Acknowledge quoted and paraphrased information and document sources used.	<p>5. Define plagiarism and acknowledge sources of information.</p>	<p>Indicator 5:</p> <ul style="list-style-type: none"> • Show examples of plagiarized work • Checklist of what it means to plagiarize

E) Communicate findings orally, visually and in writing or through multimedia.	6. Use a variety of communication techniques including oral, visual, written or multimedia reports to present information gathered.	Indicator 6: <ul style="list-style-type: none"> • Speeches, Hyperstudio, 3-fold boards, Internet, PowerPoint
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*Related Proficiency Outcomes/ Related Assessments	Teacher Notes
<p>R6.7 Select information for a variety of purposes, including enjoyment.</p> <p>R6.16 Select information from a variety of resources to support ideas, concepts, and interpretations.</p>	<ul style="list-style-type: none"> • Theme 5 Writing Unit covers Research Objectives.

Lakewood City Schools Language Arts Course of Study – Fifth Grade

Communication: Oral and Visual Standard

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify points and adjust presentations according to audience and purpose.

5-7 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.</p>	<p>By the end of Grade 5, the student will:</p> <p><i>Listening and Viewing</i></p> <ol style="list-style-type: none"> 1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact). 2. Interpret the main idea and draw conclusions from oral presentations and visual media. 	<p>Indicator 1: (Rubric A20)</p> <ul style="list-style-type: none"> • Blindfolded listening • Stories on tape, follow-up discussion • Questioning oral reports <p>Indicator 2: (T44)</p> <ul style="list-style-type: none"> • Response to oral reports
<p>B) Explain the speaker’s point of view and use of persuasive techniques in presentations and visual media.</p>	<ol style="list-style-type: none"> 3. Identify the speaker’s purpose in presentations and visual media (e.g., to inform, to entertain, to persuade). 4. Discuss how facts and opinions are used to shape the opinions of listeners and viewers. 	<p>Indicator 3:</p> <ul style="list-style-type: none"> • Done through whole group, reinforced every day <p>Indicator 4:</p> <p>Theme 5 “Frindle” (propaganda)</p> <ul style="list-style-type: none"> • Advertisement studies – TV, radio, print to be determined, purpose/slant
<p>C) Vary language choice and use effective presentation techniques including voice modulation and enunciation.</p>	<p><i>Speaking Skills and Strategies</i></p> <ol style="list-style-type: none"> 5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience. 6. Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas. 	<p>Indicator 5:</p> <ul style="list-style-type: none"> • Role play different situations <p>Indicator 6:</p> <ul style="list-style-type: none"> • T44, T172 – post tips on bulletin board • R85 – debate techniques (bubble gum in school) • R132 – Adjust pitch...etc./activity card

D) Select an organizational structure appropriate to the topic, audience, setting, and purpose.	7. Adjust speaking content according to the needs of the situation, setting and audience.	
E) Present ideas in a logical sequence and use effective introductions and conclusions that guide and inform the listener's understanding of key ideas.	<p><i>Speaking Applications</i></p> <p>8. Deliver informational presentations (e.g., expository research) that:</p> <ol style="list-style-type: none"> a. demonstrate an understanding of the topic and present events or ideas in a logical sequence; b. support the main idea with relevant facts, details, examples, quotations, statistics, stories and anecdotes; c. organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast); d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and e. draw from several sources and identify sources used. 	<p>Indicator 8:</p> <ul style="list-style-type: none"> • Rubric/checklist – teacher/class made for all criteria • Written reports can be doubled as oral reports
F) Give presentations using a variety of delivery methods, visual materials and technology.	<p>9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.</p> <p>10. Deliver persuasive presentations that:</p> <ol style="list-style-type: none"> a. establish a clear position; b. include relevant evidence to support a position and to address potential concerns of listeners; and c. follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution). 	<p>Indicator 9:</p> <ul style="list-style-type: none"> • Rubric/checklist – teacher made or collaborative • Personal narratives can double as informal presentation

Related Proficiency Outcomes/ Related Assessments	Teacher Notes:
	<ul style="list-style-type: none">• Literature Circles• 4 Blocks• Writing Piece• No excuse cross-curriculum/vocabulary cross-grade• Study skills/test skills/reference skills/technology skills

Fifth Grade
Connections: Harcourt Brace to English/Language Arts Content Standards

Pathways to Adventure Theme 1	Focus Skill		Focus Reading Strategy	Writing Strategy
	Reading	Grammar		
“Hot and Cold Summer” Genre: Realistic Fiction	prefixes and suffixes	declarative and interrogative sentences	use prior knowledge	expressive writing: personal narrative
“Sees Behind Trees” Genre: Historical Fiction	character development	imperative and exclamatory sentences	use prior knowledge	expressive writing: descriptive paragraph
“Yang the Third and Her Impossible Family” Genre: Realistic Fiction	vocabulary in content	complete and simple subjects	self-question	expressive writing: realistic story
“Dear Mrs. Parks” Genre: Letters	make judgments	complete and simple predicates	reread	expressive writing: personal narrative
“Mick Harte Was Here” Genre: Realistic Fiction	make inferences	compound subject and predicate	summarize and paraphrase	expressive writing: test

Pathways to Adventure Theme 2	Focus Skill		Focus Reading Strategy	Writing Strategy
	Reading	Grammar		
“We’ll Never Forget You, Roberto Clemente” Genre: Biography	draw conclusions and make generalizations	simple and compound sentences	read ahead	informative writing: paragraph of information
“The Boonsville Bombers” Genre: Realistic Fiction	compare and contrast	clauses	make and confirm predictions	informative writing: how-to paragraph
“Iditarod Dream” Genre: Non-fiction	sequence	complex sentences	create mental images	informative writing: news story
“Woodsong” Genre: Personal Narrative	figurative language	common and proper pronouns	use text structure and format	informative writing: paragraph on introduction
“Island of the Blue Dolphins” Genre: Classic Fiction	referents	singular and plural nouns	summarize and paraphrase	informative writing: test

Pathways to Adventure Theme 3	Focus Skill		Focus Reading Strategy	Writing Strategy
	Reading	Grammar		
“Earthquake Terror” Genre: Realistic Fiction	cause and effect	possessive nouns	create mental images	persuasive writing: persuasive paragraph
“Summer of Fire: Yellowstone 1988” Genre: Non-fiction	text structure	pronouns and antecedents	use graphic aids	persuasive writing: review
“Oceans” Genre: Non-fiction	graphic sources	subject and object pronouns	adjust reading rate	persuasive writing: persuasive letter
“The Case of the Shining Blue Planet” Genre: Mystery	synthesize	possessive pronouns	self-question	persuasive writing: persuasive essay
“Seeing Earth from Space” Genre: Photo Essay	adjust reading rate / skim and scan	case	use reference sources	Persuasive writing: test

Pathways to Adventure Theme 4	Focus Skill		Focus Reading Strategy	Writing Strategy
	Reading	Grammar		
“Hattie’s Birthday Box” Genre: Short Story	narrative elements: plot, character, setting	reflective pronouns	make and confirm predictions	informative writing: paragraph that compares
“The Empty Box” Genre: Realistic Fiction Letters	mood and tone	adjective and articles	self-question	informative writing: paragraph that contrasts
“The World of William Joyce Scrapbook” Genre: Autobiography	fact and opinion	proper adjectives	use text structure and format	informative writing: paragraph that classifies
“Satchmo’s Blues” Genre: Informational Narrative	point of view	comparing with adjectives	create mental images	informative writing: compare and contrast
“Evelyn Cisneros: Prima Ballerina” Genre: Biography	note taking	main and helping verbs	adjust reading rate	informative writing: test

Pathways to Adventure Theme 5	Focus Skill		Focus Reading Strategy	Writing Strategy
	Reading	Grammar		
“Off and Running” Genre: Realistic Fiction	predict outcomes	action and linking verbs	use context to confirm meaning	research report: prewrite
“Little by Little” Genre: Autobiography	decode long words	present tense	make and confirm predictions	research report: outline
“Dear Mr. Henshaw” Genre: Realistic Fiction	author’s purpose and perspective	past and future tenses	use prior knowledge	research report: draft
“The Hundred Dresses” Genre: Realistic Fiction	viewing text features	principal parts of verbs	reread	research report: edit
“Frindle” Genre: Realistic Fiction	propaganda techniques	regular and irregular verbs	use context to confirm meaning	research report: share and publish

Pathways to Adventure Theme 6	Focus Skill		Focus Reading Strategy	Writing Strategy
	Reading	Grammar		
“Across the Wide Dark Sea” Genre: Historical Fiction	summarize and paraphrase	perfect tense	use prior knowledge	expressive writing: rhymed poem
“What’s the Big Idea, Ben Franklin?” Genre: Biography	literary forms: non-fiction	contractions and negatives	use reference sources	expressive writing: humorous dialogue
“Black Frontiers” Genre: Photo Essay	main idea and supporting details	adverbs	use text structure and format	expressive writing: friendly letter
“Cowboys of the Wild West” Genre: Non-fiction	classify and categorize	comparing with adverbs	use graphic aids	expressive writing: tall tale
“Name This American” Genre: Play	study strategies	prepositional phrases	read ahead	expressive writing: unrhymed poem

Fifth Grade – Companion Selections

Harcourt Brace

Pathways to Adventure Theme 1	Name of Companion Selection	Genre	Focus Skill
“Sees Behind Trees”	“When Birds Remember” (shape poem) haiku/limerick	poetry	poet’s craft: poetry forms
“Dear Mrs. Parks”	Aesop’s Fables – “The Crow and the Pitcher,” “The Travelers and the Bear”	fables	comparing texts: Venn

Pathways to Adventure Theme 2	Name of Companion Selection	Genre	Focus Skill
“The Boonsville Bombers”	“Honorable Mention: Mark McGwire and Sammy Sosa”	magazine article	comparing texts: Venn
“Island of the Blue Dolphin”	“Souvenir	poetry	poet’s craft: imagery

Pathways to Adventure Theme 3	Name of Companion Selection	Genre	Focus Skill
“Summer of Fire: Yellowstone 1988”	“Mountains of Fire: Earth’s Amazing Volcanoes”	magazine article	comparing texts: Venn
“The Case of the Shining Blue Planet”	“Educating About the Internet”	news story	comparing texts: chart
“Seeing Earth from Space”	“Earth Songs”	poetry	comprehension / appreciation

Pathways to Adventure Theme 4	Name of Companion Selection	Genre	Focus Skill
“The Empty Box”	“Pandora’s Box”	myth	comparing texts: chart
“Satchmo’s Blues”	“Brass Instruments”	encyclopedia article	comparing texts: chart
“Evelyn Cisneros: Prima Ballerina”	“Celebration & Eagle Flight”	poetry	poet’s craft: concrete images

Pathways to Adventure Theme 5	Name of Companion Selection	Genre	Focus Skill
“Little by Little”	“About Notebooks”	poetry	poet’s craft: free verse
“The Hundred Dresses”	“Arithmetic”	poetry	poet’s craft: funny math
“Frindle”	“Children and Poetry”	anecdote	comparing texts: Venn

Pathways to Adventure Theme 6	Name of Companion Selection	Genre	Focus Skill
“What’s the Big Idea, Ben Franklin?”	“The Many Lives of Benjamin Franklin”	non-fiction article	comparing texts: Venn
“Cowboys of the Wild West”	“Sally Ann Thunder Ann Whirl Wing Crockett”	tall tale	comparing texts: Venn / author’s purpose
“Name This American”	“High Flying Facts”	magazine article	compare and contrast