

## MSAD #54 ELA Curriculum

Content Area: English Language Arts  
Unit: Reading

Grade: Grade 5  
MLR Span: 3 - 5

### MLR Content Standard: A. READING

\*Assessment

Reading:	MLR Performance Indicators 3-5	MSAD #54 Objectives	Instructional Resources/Activities
<p><b>A1 Reading Process</b></p> <p>*DRA</p> <p>*Running Records</p> <p>*Benchmark Books</p>	<p>1. a. Use a range of strategies as they read including constant monitoring, searching, connecting, and inferring to deepen their understanding of the author's message.</p>	<p><b><u>Comprehension Strategies</u></b> <b>See Appendix A for the Before, During, and After Reading Process Skills.</b></p> <p>Students will</p> <p>a1. apply comprehension strategies before, during and after reading to comprehend, interpret, evaluate and appreciate what they have read using meaning(M), structure(S) and visual(V) cues to:</p> <p><b>Before Reading</b></p> <ul style="list-style-type: none"> <li>* preview text and illustrations</li> <li>* activate prior knowledge</li> <li>* explore vocabulary related to the topic</li> <li>* generate predictions</li> <li>* set a purpose for reading</li> </ul> <p><b>During Reading</b></p> <ul style="list-style-type: none"> <li>* interact with the text</li> <li>* monitoring reading process</li> <li>* apply corrective reading strategies</li> <li>* identify elements of literature (ie. characters, plot, setting...)</li> <li>* attend to unfamiliar vocabulary using a variety of sources / strategies</li> <li>* interpret author's message</li> </ul> <p><b>After Reading</b></p> <ul style="list-style-type: none"> <li>* summarize: written &amp; oral</li> <li>* retell: oral</li> </ul>	<p>a1. <i>Houghton Mifflin Reading Series Gr. 5</i></p> <p>a1. <i>Guiding Readers and Writers Grades 3-6.</i> Fountas and Pinnell (Heinemann, ISBN: 0-325-00310-6).</p> <p>a1. <i>7 Keys to Comprehension,</i> Zimmermann, Susan. (ISBN 0-7615-1549-6)</p> <p>a1. <i>Mosaic of Thought: Teaching comprehension in a reader's workshop</i> Zimmermann, Susan (Heinemann ISBN: 0-435-07237-4)</p> <p>a1. <i>Reading is Seeing</i> Wilhelm J. (Scholastic)</p> <p>a1. <i>Strategies that Work: Teaching comprehension to enhance understanding</i> Harvey S. Goudvis A. 2000 (Stenhouse ISBN: 1571103104)</p> <p>a1. <i>I Read It But I Don't Get It: Comprehension strategies for adolescent readers</i> Tovani, C. 2000 (Stenhouse)</p> <p>a1. <i>Reproducible Literature Circles Role Sheets</i></p>

<p><b>Vocabulary Strategies</b></p> <p>*Sitton Spelling</p>	<p><b>Students identify the meaning of unfamiliar vocabulary. (R-5-2)</b></p> <p><b>b.Use strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries,; or prior knowledge). (R-5-2.1)</b></p> <p><b>Shows breadth of vocabulary knowledge through demonstrating</b></p>	<p>* makes inferences and draws conclusions</p> <hr/> <p><b>Vocabulary</b></p> <p>Students will</p> <p>b1-c1. apply prior knowledge to determine the meaning of unknown words through these strategies by</p> <ul style="list-style-type: none"> <li>* reading words in context</li> <li>* using knowledge of word structures, prefixes, suffixes, base words or multi-syllabic structures to include <ul style="list-style-type: none"> <li>*antonyms &amp; synonyms</li> <li>* similes</li> <li>* idioms</li> <li>* multi- meaning words</li> <li>* compound words</li> <li>* analogies</li> <li>* sorting words by categories</li> <li>* Greek and Latin roots</li> <li>* abbreviations</li> <li>* endings that show comparisons</li> </ul> </li> <li>*<b>glossaries</b></li> <li>*<b>dictionaries</b></li> <li>*<b>prior knowledge</b></li> </ul> <p>b2. use the language of testing</p> <ul style="list-style-type: none"> <li>* test vocabulary (selection, answer)</li> <li>* multiple choice, short and extended written response</li> </ul>	<p>Moen, Christine B. (ISBN: 1-57310-141-9)</p> <p>a1. <i>Action Strategies for Deepening Comprehension</i> Wilhelm J. (Scholastic)</p> <p>a1. <i>Improving Comprehension with Think Alouds</i> Wilhelm J. (Scholastic)</p> <hr/> <p>b1-d1. <i>Words, Words, Words: Teaching Vocabulary in Grades 4-12.</i> Allen, Janet (Stenhouse, ISBN: 1-57110-085-7).</p> <p>b1-d1. <i>Literacy for the 21<sup>st</sup> Century: Teaching Reading and Writing in Grades 4-8, Ch 5.</i> Tompkins, Gail (Pearson, ISBN: 0-13-098654-2).</p> <p>b1-d1. Sitton's Grade 5 Spelling Sourcebook.</p> <p>b1-d1. <i>Guiding Readers and Writers Grades 3-6.</i> Fountas and Pinnell (Heinemann, ISBN: 0-325-00310-6).</p> <p>b1-d1. <i>Bringing Words to Life: Robust Vocabulary Instruction</i> Beck I.L. 2002 (Guilford Press ISBN: 1-57230-753-6)</p> <p>b1-d1. <i>Opening a Door: Reading Poetry in the Middle School</i> Janeczko, P. (Scholastic)</p> <p>b1-d1. <i>Houghton Mifflin Reading Series Gr. 5</i></p> <p>b1-d1. <i>Literacy for the 21<sup>st</sup> Century: Teaching Reading and Writing in Grades 4-8, Ch 5.</i> Tompkins, Gail (Pearson, ISBN: 0-13-098654-2).</p>
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	<p><b>understanding of word meanings or relationships. (R-5-3)</b></p> <p><b>c1. Identify synonyms, antonyms, homonyms/ homophones, or shades of meaning. Example (of shades of meaning): tired, exhausted (R-5-3.1)</b></p> <p><b>c2. Selecting appropriate words or explaining the use of words in context including, content specific vocabulary, words with multiple meanings, or precise vocabulary. Example (multiple meanings): Students explain the intended meanings of words found in text. (R-5-3.1)</b></p>	<p><b>c1. identify synonyms, antonyms, homonyms/ homophones, or shades of meaning. Example (of shades of meaning): tired, exhausted (R-5-3.1)</b></p> <p><b>c2. select appropriate words or explaining the use of words in context including, content specific vocabulary, words with multiple meanings, or precise vocabulary. Example (multiple meanings): Students explain the intended meanings of words found in text. (R-5-3.1)</b></p>	<p>b1-d1. <i>Guiding Readers and Writers Grades 3-6</i>. Fountas and Pinnell (Heinemann, ISBN: 0-325-00310-6).</p> <p>b1-d1. <i>Lessons that Change Writers</i>. Atwell, Nancie (Heinemann ISBN: 0-86709-546-6).</p>
	<p>d. Use phonics including word parts and less common root words to read fluently and build meaning as they read.</p>	<p><b><u>Phonemic Awareness/ Phonics</u></b>  Students will</p> <p>d1. apply learned sound spelling relationships to the text:</p> <ul style="list-style-type: none"> <li>* blends (fl, pr, qu, thr...)</li> <li>* consonant digraphs (th, sh, ch, th, ph...)</li> <li>* short vowel patterns</li> <li>* long vowel patterns (ee, ea, oa, ai, ay, v-c-e)</li> <li>* r-controlled vowels (ar, er, ir, ur)</li> <li>* inflected endings (ing, ed)</li> <li>* silent consonants (kn, wr, mb)</li> <li>* review decoding compound words and contractions</li> <li>* doubling consonants &amp; dropping R's</li> </ul>	<p>d1. <i>Sitton's Grade 5 Spelling Sourcebook</i>.</p> <p>d1. <i>Teaching Phonics &amp; Word Study in the Intermediate Grades</i>. Blevins, Wiley (Scholastic, ISBN: 0-439-16352-8).</p> <p>d1. <i>Guiding Readers and Writers Grades 3-6</i>. Fountas and Pinnell (Heinemann, ISBN: 0-325-00310-6).</p> <p>d1. <i>Word Journeys</i>. Ganske, Kathy (Guilford Press, ISBN: 157230-559-2)</p> <p>d1. <i>Making and Writing</i></p>

<p>*DRA</p>	<p>e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation and expression.</p>	<p>* homophones (their/ there) &amp; homographs (read/read)          * multi-syllabic words          * more structural analysis (ie. plurals, possessives, prefixes and suffixes)          * syllabication patterns &amp; strategies          * irregular verb forms          * contractions</p> <hr/> <p><b>Fluency</b>          Students will          e1. read aloud and interpret the text to reproduce the writer's emphasis, syntax and tone.          To include:          * voice          * expression          * intonation          * phrasing          * rate 128 words per minute by Spring.</p>	<p><i>Words, (3-6)</i>. Rasinski, Timothy. (Carson-Dellosa Pub., ISBN: 0-88724-560-9)</p> <hr/> <p>e1. <i>The Fluent Reader</i>. Rasinsky, Timothy (Scholastic, ISBN: 0-439-33208-7).</p> <p>Shared Reading          Guided Reading          Reader's Theatre          Read Alouds          Language Games          Charts          Picture Books          Poetry Books          Books on Tape          Songs</p>
<p><b>A2 Literary Texts Analysis and Interpretation of Literary Texts/ Citing Evidence</b></p> <p>*DRA</p>	<p><b>2. Students demonstrate initial understanding of elements of literary texts. (R-5-4)</b></p> <p>a. <b>Identify or describe character(s), setting, problem/solution, major events, or plot, as appropriate to text; or identify any significant changes in character(s) over time. (R-5-4.1)</b></p>	<p><b>Literary Text:</b>          Students will</p> <p>a1. <b>identify or describe character(s), setting, problem/solution, major events, or plot, as appropriate to text; or identify any significant changes in character(s) over time. (R-5-4.1)</b></p> <p>a2. make inferences about characters' actions and explain how their behaviors affect the plot and/or theme.</p>	<p>a1-h1. <i>Houghton Mifflin Reading Series Gr. 5</i></p> <p>a1-h1. <i>Literacy for the 21<sup>st</sup> Century: Teaching Reading and Writing in Grades 4-8, Ch 5</i>. Tompkins, Gail (Pearson, ISBN: 0-13-098654-2).</p> <p>a1-h1. <i>Guiding Readers and</i></p>

	<p><b>b. Paraphrasing or summarizing key ideas/plot, with major events sequences, as appropriate to text.</b></p> <p><b>c. Make logical predictions. Example: which event is most likely to happen next? (R-5-5.1)</b></p> <p><b>d. Describe characters' physical characteristics, personality traits, or interactions; or provide examples of thoughts, words, or actions that reveal characters' personality traits or their changes over time. (R-5-5.2)</b></p> <p><b>e. Make inferences about problem, conflict, solution, or the relationship among elements (plot, character, setting) within text (e.g., how the setting affects a character or plot development). (R-5-5.3)</b></p> <p><b>f. Identify the narrator. (R-5-5.4)</b></p> <p><b>g. Identify author's message or theme (implied or stated, as in a fable). (R-5-5.5)</b></p> <p><b>h. Demonstrate knowledge of use of literary elements and</b></p>	<p><b>b1. paraphrasing or summarizing key ideas/plot, with major events sequences, as appropriate to text.</b></p> <p><b>c1. make logical predictions. Example: which event is most likely to happen next? (R-5-5.1)</b></p> <p><b>d1. describe characters' physical characteristics, personality traits, or interactions; or provide examples of thoughts, words, or actions that reveal characters' personality traits or their changes over time. (R-5-5.2)</b></p> <p><b>e1. make inferences about problem, conflict, solution, or the relationship among elements (plot, character, setting) within text (e.g., how the setting affects a character or plot development). (R-5-5.3)</b></p> <p><b>f1. identify the narrator. (R-5-5.4)</b></p> <p><b>g1. identify author's message or theme (implied or stated, as in a fable). (R-5-5.5)</b></p> <p><b>h1. demonstrate knowledge of use of literary elements and devices (i.e., imagery,</b></p>	<p><i>Writers Grades 3-6.</i> Fountas and Pinnell (Heinemann, ISBN: 0-325-00310-6).</p> <p>a1-h1. <i>Lessons that Change Writers.</i> Atwell, Nancie (Heinemann ISBN: 918-0-86709-506-7).</p>
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	<p><b>devices (i.e., imagery, exaggeration) to analyze literary works. (R-5-6.1)</b></p> <p>i. Identify and describe the function of common literary devices including simile, alliteration, idioms, simple metaphors, and imagery in poetry.</p>	<p><b>exaggeration) to analyze literary works. (R-5-6.1)</b></p> <p>i1. identify and describe the function of common literary devices including simile, alliteration, idioms, simple metaphors, and imagery in poetry.</p>	<p>i1. <i>Practical Poetry: A Nonstandard Approach to Meeting Content-Area Standards.</i> (Gr. 5-8) Sara Holbrook. (Heinemann ISBN: 0-325-00767-5)</p> <p>i1. <i>Awakening the Heart Exploring Poetry in Elementary and Middle School.</i> Heard, G. (ISBN: 0-325-00093-x)</p> <p>i1. <i>Opening a Door: Reading Poetry in the Middle School Classroom.</i> (Gr.5-8) Paul Janeczko. (Scholastic ISBN: 0-439-33207-9)</p> <p>i1. <i>Explore Poetry.</i> (Gr. K-8) Donald Graves. (Heinemann ISBN 0-435-08489-5 )</p> <p>i1. <i>Poetry Matters: Writing a Poem From the Inside Out.</i> (Gr. 5-8) Ralph Fletcher. (HarperTrophy. ISBN: 0-380-79703-8)</p> <p>i1. <i>A Kick in the Head: An Everyday Guide to Poetic Forms.</i> Paul Janeczko. (Candlewick Press ISBN: 076360662-6 )</p> <p>i1. <i>Naming the World: A Year of Poems and Lessons.</i> Nancie Atwell. (Heinemann First Hand Series ISBN: 0-325-00746-2)</p>
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	<p><b>key details. (R-5-7.2)</b></p> <p><b>d.Organize information to show understanding (e.g., representing main/central ideas of details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting. (R-5-7.3)</b></p> <p>e.State the main ideas presented in texts and use evidence from the text to support those ideas.</p> <p>f.Distinguish between facts and opinions in text.</p> <p>g.Follow multiple step instructions related to a content area text within a grade appropriate span of text complexity.</p>	<p><b>d1. organize information to show understanding (e.g., representing main/central ideas of details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting. (R-5-7.3)</b></p> <p>e1. state the main ideas presented in texts and use evidence from the text to support those ideas.</p> <p>f1.distinguish between facts and opinions in text.</p> <p>g1.follow multiple step instructions related to a content area text within a grade appropriate span of text complexity.</p>	
<p><b>A4 Persuasive Texts</b></p>	<p><b>4.Analyze and interpret informational text, citing evidence as appropriate. (R-6-8)</b></p> <p>a.Explicate the central argument by citing evidence from the text.</p> <p>b.Recognize arguments for and against issues.</p> <p><b>c. Connect information within a text or across</b></p>	<p><b><u>Persuasive Texts</u></b></p> <p>Students will:</p> <p>a1.explicate the central argument by citing evidence from the text.</p> <p>b1.recognize arguments for and against issues.</p> <p><b>c1. connect information within a text or across texts.</b></p>	<p>a1-g1. <i>Teaching Students to Read Nonfiction</i> Wiley, B. (Scholastic)</p>

	<p><b>texts. (R-5-8.1)</b></p> <p><b>d. synthesize information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas). (R-5-8.2)</b></p> <p><b>e. Draw inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or form and support opinions/ judgments and assertions about central ideas that are relevant. (R-5-8.3)</b></p> <p><b>f. Distinguish fact from opinion. (R-5-8.3)</b></p> <p><b>g. Make inferences about causes or effects. (R-5-8.5)</b></p>	<p><b>(R-5-8.1)</b></p> <p><b>d1. synthesize information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas). (R-5-8.2)</b></p> <p><b>e1. draw inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or form and support opinions/ judgments and assertions about central ideas that are relevant. (R-5-8.3)</b></p> <p><b>f1. distinguish fact from opinion. (R-5-8.3)</b></p> <p><b>g1. make inferences about causes or effects. (R-5-8.5)</b></p>	
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## MSAD #54 ELA Curriculum

Content Area: English Language Arts  
Unit: Writing

Grade: Grade 5  
MLR Span: 3 - 5

MLR Content Standard: **B.WRITING**  
Students utilize the writing process to express their ideas and experiences; to communicate information to others; to present or analyze an argument; and to participate effectively in academic, civil, and economic communities.

\*Assessment

Writing	MLR Performance Indicators 3-5	MSAD #54 Objectives	Instructional Resources/Activities
<p><b>B1 Interconnected Elements</b></p> <p>*DRA Writing Component</p> <p>*District Writing Prompt</p>	<p>1. Students use a writing process with an emphasis on the development of a central idea, for a variety of audiences and purposes.</p> <p>a. Select a purpose for writing.</p> <p>b. Pre-write using graphic or other structures to organize their ideas.</p> <p>c. Establish an organizing structure and maintain a consistent focus.</p> <p>d. Include an introduction and conclusion.</p> <p>e. Write coherent paragraphs that have supporting sentences and a concluding sentence.</p> <p>f. Revise original drafts to improve coherence, provide</p>	<p><b><u>Writing Process:</u></b> Students will</p> <p>a1. select a purpose for writing</p> <p>b1. pre-write to organize ideas.</p> <p>c1. establish an organizing structure and maintain a consistent focus.</p> <p>d1. include an introduction (beginning), body (middle), and conclusion (end)</p> <p>e1. write coherent paragraphs</p> <p>f1. revise original drafts</p>	<p>a1-h1. <i>Write Source: A Book for Writing, Thinking, and Learning, Grade 5.</i> Kemper, D., Sebranek, P. and Meyer, V. (ISBN: 0-669-50701-6)</p> <p>a1-h1. McGraw-Hill: <i>Language Arts Today Gr. 5</i> (1998)</p> <p>a1-h1. <i>Writing Workshop: The essential guide</i> Fletcher, R. &amp; Portalupi 2001 (Heinemann ISBN: 978-0-325-00362-7)</p> <p>a1-h1. <i>Writing Essentials: Raising expectations and results while simplifying teaching</i> Routman, R. 2005 (Heinemann ISBN: 978-0-325-00601-7)</p> <p>a1-h1. <i>In the Middle: New understanding about writing, reading, and learning with adolescents</i> Atwell, N. (Heinemann ISBN: 978-0-86709-374-2)</p>

	<p>better descriptive details, and to convey voice.</p> <p>g.Edit for correct grammar, usage, and mechanics.</p> <p>h.Create legible final drafts.</p>	<p>g1. peer edit and/or Teacher Conference</p> <p>g2. edit for correct grammar, usage and mechanics</p> <p>h1. final drafts should be legible</p>	<p>11-h1. <i>Lessons that Change Writers</i>. Atwell, Nancie (Heinemann ISBN: 0-86709-506-7).</p> <p>a1-h1. <i>After The End: Teaching and Learning Creative Revision</i>. Lane, B. (ISBN: 0-435-08714-2)</p> <p>a1-h1. <i>How's It Going? A Practical Guide to Conferring with Student Writers</i>. Anderson, C. (ISBN:0-325-00224-x)</p> <p>a1-h1. <i>Guiding Readers and Writers Grades 3-6</i>. Fountas and Pinnell (Heinemann, ISBN: 0-325-00310-6).</p> <p>a1-h1. <i>The Revision Toolbox: Teaching Techniques That Work</i> Heard, G. 2002 (Heinemann ISBN: 0-325-00460-9)</p> <p>a1-h1. <i>Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop</i> Anderson, J. 2005 (Stenhouse ISBN:1-57110-412-7)</p> <p>h1. <i>Zaner-Bloser, Grade 5</i></p>
<p><b>B2 Narrative</b></p> <p>*District Writing Prompt</p>	<p>2. Students write narratives that relate events, ideas, observations, or recollections.</p> <p>a.Provide a context in a storyline that enables the reader to imagine the event or</p>	<p><b><u>Narrative</u></b></p> <p>Students will</p> <p>a1. use vivid language to enable the reader to visualize the event or experience.</p>	<p>a1-c1. <i>Craft Lessons: Teaching Writing K-8</i> Fletcher, R. and Portalupi, J.(1998) (Heinemann ISBN: 1-57110-073-3)</p> <p>a1-c1. McGraw-Hill: <i>Language Arts Today Gr. 5</i> (1998)</p> <p>a1-c1. <i>Write Source: A</i></p>

	<p>experience.</p> <p>b. Provide insight into why the selected event or experience is memorable.</p> <p>c. Include sensory details.</p>	<p>b1. provide insight into why the event or experience is memorable.</p> <p>c1. include sensory details</p>	<p><i>Book for Writing, Thinking, and Learning, Grade 5.</i> Kemper, D., Sebranek, P. and Meyer, V. (ISBN: 0-669-50701-6)</p> <p>a1-c1. <i>Assessing Writers.</i> Anderson, C. (ISBN: 0-325-00581-8)</p>
<p><b>B3</b> <b>Argument/Analysis</b> <b>Expository</b></p>	<p>3. Students write to identify and explain a position to an identified audience.</p> <p>a. Summarize information from reading, listening, or viewing.</p> <p>b. Discuss a central question or idea by using relevant supporting facts and details.</p>	<p><b><u>Expository / Informational</u></b> Students will</p> <p>a1-c1. write brief descriptions of objects, people, places, or events</p> <p>a1-c1. students' record and share information gathered</p> <p>a1-c1. students order events or details accurately</p>	<p>a3-c3. <i>Guiding Readers and Writers Grades 3-6.</i> Fountas and Pinnell (Heinemann, ISBN: 0-325-00310-6).</p> <p>a1-c1. McGraw-Hill: <i>Language Arts Today Gr. 5</i> (1998)</p> <p>a1-c1. <i>Checking Out Nonfiction K-8: Good Choices For Best Learning.</i> Bamford, R. and Kristo, J. (ISBN: 1-929024-02-9)</p> <p>a1-c1. Bibliography Guide – MLA Style (Modern Language Association)</p> <p>a1-c1. <i>Make It Real: Strategies for Success with Informational Texts.</i> Hoyt, L. (ISBN: 0-325-00537-0)</p>
<p><b>B4 Persuasive</b> <b>Expository</b></p>	<p>4. Students write to persuade a targeted audience.</p> <p>a. Establish a clear position on a topic and support the position with relevant evidence.</p>	<p><b><u>Persuasive</u></b> Students will</p> <p>a1. students state a topic clearly</p> <p>a2. students differentiate between facts and opinions when considering evidence</p> <p>a3. students follow an organized format appropriate for grade 5</p>	<p>a1. <i>Write Source: A Book for Writing, Thinking, and Learning, Grade 5.</i> Kemper, D., Sebranek, P. and Meyer, V. (ISBN: 0-669-50701-6)</p> <p>a1. McGraw-Hill: <i>Language Arts Today Gr. 5</i> (1998)</p>

<p><b>B5 Practical Application</b></p>	<p>5. Students write letters, other requests for information or directions for completing a process.</p> <p>a. Include date, when appropriate an inside address, salutation, body, closing, and signature when writing a letter.</p> <p>b. Write multiple step directions for completing a task.</p>	<p>a1. students exhibit an awareness of audience and purpose</p> <p><b><u>Expository/ Informational</u></b> Students will</p> <p>a1. write letters that include date (heading), salutation, body, closing, and signature</p> <p>b1. write sequential multi-step directions for completing a task.</p>	<p>a1-b1. <i>Write Source: A Book for Writing, Thinking, and Learning, Grade 5.</i> Kemper, D., Sebranek, P. and Meyer, V. (ISBN: 0-669-50701-6)</p> <p>a1-b1. McGraw-Hill <i>Language Arts Today Gr. 5</i> (1998)</p>
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## MSAD #54 ELA Curriculum

Content Area: English Language Arts  
Unit: Research

Grade: Grade 5  
MLR Span: 3 - 5

### MLR Content Standard: C. RESEARCH

Students engage in inquiry by identifying research questions, accessing and verifying a variety of sources, communicating findings, and applying the conventions of documentation. Students present findings orally, in writing, or using mixed media.

Research	MLR Performance Indicators 3-5	MSAD #54 Objectives	Instructional Resources/Activities
<b>C1 Research</b>	<p>1. Students create, identify and answer research questions by gathering information from print and non-print sources and document sources and communicate findings.</p> <p>a. Identify key words and concepts related to research questions making adjustments when appropriate.</p> <p>b. Locate and access information by using organizational features.</p> <p>c. Collect, evaluate, and organize information for a specific purpose.</p> <p>d. Communicate findings using a variety of print and non-print sources.</p>	<p><u><b>Research</b></u> Students will</p> <p>a1. identify key words and concepts related to research questions making adjustments when appropriate.</p> <p>b1. use organizational features to locate and access information i.e. glossary, index, captions, etc.</p> <p>c1. collect data for a specific purpose</p> <p>c2. evaluate websites using 21<sup>st</sup> Century material</p> <p>c3. distinguish between facts and opinions/interpretations in primary and secondary resources.</p> <p>d1. communicate findings for a specific purpose</p>	<p>a1-e1. <i>Make It Real: Strategies for Success with Informational Texts</i>. Hoyt, L. (ISBN: 0-325-00537-0)</p> <p>District E.L.A. Mini-Research Report</p> <p>Bibliography Guide – MLA Style</p> <p>c2. Link to 21<sup>st</sup> Century Materials</p>

	e. Understand plagiarism and demonstrate appropriate citation.	e1. define plagiarism and demonstrate an understanding of proper citation	
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**MSAD #54 ELA Curriculum**

Content Area: English Language Arts  
Unit: Language

Grade: Grade 5  
MLR Span: 3 - 5

**MLR Content Standard: D. LANGUAGE**

Students write and speak using the conventions of *Standard American English*. They apply knowledge of grammar and usage when reading to aid comprehension. They know and apply rules of mechanics and spelling to enhance the effectiveness and clarity of communication.

\*Assessment

<b>Language</b>	<b>MLR Performance Indicators 3-5</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<p><b>D1 Grammar and Usage</b></p> <p>*District Writing Prompt</p>	<p>1. Students use the parts of speech and vary sentence structure to communicate.</p> <p>a. Use forms of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, pronouns, and interjections correctly. (L)</p> <p>b. Use simple, compound, and complex sentences. (L)</p>	<p><b><u>Grammar and Usage</u></b> Students will</p> <p>a1. identify and use forms of adjectives and adverbs, prepositions, conjunctions, pronouns, and interjections correctly</p> <p>b1. use simple, compound and complex sentences</p>	<p>a1-b1. <i>Sitton's Grade 5 Spelling Sourcebook</i>.</p> <p>a1-b1. <i>McGraw Hill: Language Arts Today Gr. 5</i> (1998)</p> <p>a1-b1. <i>The Revision Toolbox: Teaching Techniques That Work</i> Heard, G. 2002 (Heinemann ISBN: 0-325-00460-9)</p> <p>a1-b1. <i>Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop</i> Anderson, J. 2005 (Stenhouse ISBN: 1-57110-412-7)</p> <p>a1-b1. <i>Write Source: A Book for Writing, Thinking, and Learning, Grade 5</i>. Kemper, D., Sebranek, P. and Meyer, V. (ISBN: 0-669-50701-6)</p>
<p><b>D2 Mechanics</b></p> <p>*District Writing Prompt</p>	<p>2. Students apply the rules of capitalization, punctuation and spelling to communicate clearly.</p> <p>a. Punctuate correctly.</p>	<p><b><u>Mechanics</u></b> Students will</p> <p>a1. use correct punctuation</p>	<p>a1-c1. <i>Sitton's Grade 5 Spelling Sourcebook</i>.</p> <p>a1-c1. <i>The Revision Toolbox: Teaching Techniques That Work</i> Heard, G. 2002 (Heinemann ISBN: 0-325-00460-9)</p>

<p>*Sitton Dictation Test</p> <p>*Sitton Spelling Test</p>	<p>b.Capitalize correctly.</p> <p>cSpell high frequency grade level words.</p>	<p>b1. use correct capitalization</p> <p>c1. use correct spelling of grade level appropriate words</p>	<p>a1-c1. <i>Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop</i> Anderson, J. 2005 (Stenhouse ISBN: 1-57110-412-7)</p> <p>a1-c1. <i>Write Source: A Book for Writing, Thinking, and Learning, Grade 4.</i> Kemper, D., Sebranek, P. and Meyer, V. (ISBN: 0-669-50701-6)</p> <p>a1-c1. <i>McGraw Hill: Language Arts Today Gr. 5</i> (1998)</p>
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## MSAD #54 ELA Curriculum

Content Area: English Language Arts  
Unit: Listening and Speaking

Grade: Grade 5  
MLR Span: 3 - 5

### MLR Content Standard: **E. LISTENING AND SPEAKING**

Students listen to comprehend and speak to communicate effectively.

<b>Listening &amp; Speaking</b>	<b>MLR Performance Indicators 3-5</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>E1 Listening</b>	<p>1. Students apply active listening skills.</p> <p>a. Attend and respond appropriately to classmates and adults.</p> <p>b. Ask clarifying questions.</p> <p>c. Follow multiple step oral instructions.</p>	<p><b><u>Listening</u></b> Students will</p> <p>a1. apply active listening skills</p> <p>b1. ask clarifying questions</p> <p>c1. follow multi-step oral instructions correctly</p>	<p>a1-c1. <i>Guiding Readers and Writers Grades 3-6.</i> (p.281-286) Fountas and Pinnell (Heinemann, ISBN: 0-325-00310-6).</p> <p>a1-c1. Participation in Literature Circles. e.g., <i>Moving Forward with Literature Circles.</i> Day, Spiegel, McLellan &amp; Brown. (Scholastic ISBN 0-439-17668-9)</p> <p>a1-c1. <i>Literature Circles: Voice and Choice in Book Clubs &amp; Reading Groups</i> Daniels, H. 2002 (Stenhouse ISBN: 1-55138-139-7)</p> <p>a1-c1. <i>Summarizers.</i> Saphier &amp; Haley, (Research for Better Teaching)</p> <p>a1-c1. McGraw Hill: <i>Language Arts Today Gr. 5</i> (1998)</p> <p>a1-c1. <i>Write Source: A Book for Writing, Thinking, and Learning, Grade 5.</i> Kemper, D., Sebranek, P. and Meyer, V. (ISBN: 0-669-50701-6)</p>
<b>E2 Speaking</b>	<p>2. Students use active speaking skills to communicate effectively in a variety</p>	<p><b><u>Speaking</u></b> Students will</p>	<p>a1-c1. Oral presentations on various content specific topics.</p>

	<p>of contexts.</p> <p>a.Explain ideas clearly and respond to questions with appropriate information.</p> <p>b.Share information summarized from reading, listening, or viewing and form a position on a topic supported with a variety of print and non-print sources.</p> <p>c.Speak using eye contact, clear enunciation, and gestures for emphasis and appropriate volume and rate.</p>	<p>a1. explain ideas clearly and respond to questions appropriately</p> <p>b1. share orally summarized information and supply relevant evidence</p> <p>c1. make oral presentations using eye contact, enunciation, and gestures for emphasis.</p>	<p>a1-c1. <i>Lessons that Change Writers. (p.86)</i> Atwell, Nancie (Heinemann ISBN: 0-86709-546-6).</p> <p>a1-c1. Poetry recitations</p> <p>a1-c1. McGraw Hill: <i>Language Arts Today Gr. 5</i> (1998)</p> <p>a1-c1. <i>Literature Circles: Voice and Choice in Book Clubs &amp; Reading Groups</i> Daniels, H. 2002 (Stenhouse ISBN: 1-55138-139-7)</p> <p>a1-c1. <i>Write Source: A Book for Writing, Thinking, and Learning, Grade 5.</i> Kemper, D., Sebranek, P. and Meyer, V. (ISBN: 0-669-50701-6)</p>
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## MSAD #54 ELA Curriculum

Content Area: English Language Arts  
Unit: Media

Grade: Grade 5  
MLR Span: 3 - 5

### MLR Content Standard: **F. MEDIA**

Students recognize and can explain the effects that both print and non-print sources have on listeners, viewers and readers, in order to develop an awareness of the effects that the media have on forming opinions and making decisions.

<b>Media</b>	<b>MLR Performance Indicators 3-5</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>F1 Analysis of Media</b>	<p>1. Students explain that the same information can have different effects when presented through different types of media.</p> <p>a. Compare the effects of the same kind of information found in books, movies, newspapers, magazines, and on the Internet and television.</p> <p>b. Recognize that there are multiple roles and purposes of media.</p>	<p><u><b>Analysis of Media</b></u> Students will</p> <p>a1. compare and contrast the effects of the same information in different types of media</p> <p>b1. explain media outlets as entertainment and information sources</p>	<p>a1-b1. <i>Standards for the English Language Arts</i> (NCTE, ISBN: 0-8141-4676-7).</p> <p>a1-b1. Take one event in history and examine it through multiple forms of media.</p> <p>a1-b1. Use an interactive student viewing guide to accompany films/videos. This will increase understanding and comprehension of material.</p> <p>a1-b1. <i>Messages and Meaning: A Guide to Understanding Media</i>. Garret, S.D., Frey, J., Wildasin, M. and Hobbs, R. (1995 IRA).</p> <p>a1-b1. <i>Mastering the Message</i>. Garret, S.D., McCallum, S., &amp; Yoder, M.E. (1996, IRA)</p> <p>a1-b1. <i>Checking Out Nonfiction K-8: Good choices for best learning</i>. Bamford, R. and Kristo, J. (Christopher Gordon Publishers ISBN: 1-929024-02-9)</p>