

**ENGLISH/LANGU AGE ARTS
CURRICULUM GUIDE**

GRADE FIVE



**LOUDOUN COUNTY PUBLIC SCHOOLS
2008-2009**

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This document, based on the Virginia Department of Education's English Standards of Learning Curriculum Framework (2003) provides extensions and additions to form the Loudoun County English Curriculum

PHILOSOPHY

Loudoun County believes that all children must develop lifelong independent speaking, listening, viewing, reading, and writing skills. Loudoun County's English/Language Arts curriculum prepares students to achieve competent oral and written communication in the classroom and community. Students become active and involved listeners and develop a full command of oral and written English language. Each elementary grade level's curriculum is organized into three related strands: Oral Language, Reading, and Writing. The strands reflect a balanced instructional program. The curriculum enables students to develop lifelong communication skills.

OVERVIEW

This English/Language Arts Curriculum Guide identifies Standards of Learning for Loudoun County students at each grade level. The Standards of Learning in this guide combine local with state objectives.

Each strand begins with a Focus Statement followed by the standards for that strand. Following each standard is a table with three sections. The first column, "Understanding the Standard," provides teacher notes that clarify the intent of the standard. The second column, "Essential Understandings," lists objectives that all students should achieve. The third column, "Essential Knowledge Skills and Processes," identifies the necessary behaviors and skills that students should demonstrate to be successful with each standard.

LCPS extensions to the VA SOLs are included in bold, italic print in the appropriate column.

Spelling, Technology, and Research objectives are incorporated into the three standards at each level. The English objectives for Loudoun County should be integrated into other content areas so that reading, writing, speaking, listening, and use of technology occur daily in all classrooms. Please refer to the LCPS Acceptable Use Policy (AUP) when utilizing internet resources.

INTERNET SAFETY

The Virginia Department of Education (VDOE) has directed school districts to develop Internet safety guidelines and procedures for students. Currently, VDOE Computer/Technology Standards 9-12.3, 4, 5 specify technology use behaviors students must practice. These standards have been integrated into the English/Language Arts Information Literacy Framework. The safety and security of our students is our responsibility. As you establish and develop the learning community in your classroom, integrate lessons about internet safety that address personal safety on the Internet, accessing information on the Internet, and activities on the Internet. Please be sure to incorporate the following *Guidelines and Resources for Internet Safety in Schools* established by the Virginia Department of Education into your instruction.

Personal safety on the Internet.

- Students must understand that people are not always who they say they are. They should never give out personal information without an adult's permission, especially if it conveys where they can be found at a particular time. They should understand that predators are always present on the Internet.
- Students should recognize the various forms of *cyberbullying* and know what steps to take if confronted with that behavior.

Information on the Internet.

- Students and their families should discuss how to identify acceptable sites to visit and what to do if an inappropriate site is accessed.
- Students should be informed about various Web advertising techniques and realize that not all sites provide truthful information.

Activities on the Internet.

- Students and their families should discuss acceptable *social networking* and communication methods and appropriate steps to take when encountering a problem.
- Students should know the potential dangers of e-mailing, gaming, downloading files, and *peer-to-peer computing* (e.g., viruses, legal issues, harassment, sexual predators, identity theft).

VDOE's *Guidelines and Resources for Internet Safety in Schools* (2007)

Lessons on internet safety can be integrated into the oral language, reading, writing, and research strands. Below are examples of how internet safety lessons can be integrated into existing standards. These examples are from *Integrating Internet Safety into the Curriculum* (2007) developed by the VDOE Office of Educational Technology.

Standards	Integration
2.3, 3.1, 4.1, 5.1, 5.2, 5.3	In exploring oral language issues with students, teachers may also use Internet (and other electronic) communications as examples and methods to learn certain skills. Students increasingly practice nonfiction reading and writing skills as they gain more experience in English. These same skills will work with the Internet as a source of information or as a publishing venue.
K.12, 3.7	If students are using online interactives or other resources for practicing skills, address the general safety issues of personal safety, accessing information on the Internet, and activities on the Internet. The example below uses safe-searching techniques with young children as part of a lesson on beginning sounds. <i>Surfing the Web for ABCs</i> http://www.siec.k12.in.us/~west/proj/abc/abcless.htm

1.12, 2.11, 3.10, 4.7, 5.8	If students are using online tools for written communications, address the general safety issues of personal safety, accessing information on the Internet, and activities on the Internet.
2.3, 5.8	When helping students learn how to use oral language or how to write to inform, persuade, and entertain, point out how these techniques are often used on Web sites.
3.6, 4.5	Students can apply nonfiction reading skills to information on Web sites, especially when identifying the author's purpose or distinguishing between fact and opinion.
3.7, 4.3	When students use online tools as reference resources, address the general safety issues of personal safety, accessing information on the Internet, and activities on the Internet.
4.6, 5.6, 5.7	When students research on the Internet, they need to be reminded about how to evaluate Web sites for authenticity and reliability. <i>A SMART Exercise KS2</i> This lesson idea below can be incorporated when teaching about language structure or the use of codes in history. http://www.kidsmart.org.uk/downloads/lessonplans/lessonplan_comm.pdf

Additional ideas and guide lines for internet safety can be found at the VDOE website : <http://www.doe.virginia.gov/VDOE/Technology/OET/internet-safety-guide-lines.shtml>. In addition, Netsmartz.org, sponsored by the National Center for Missing and Exploited Children, has many resources and activities at every grade level that can be used in instruction about internet safety.

At the fifth-grade level, students will continue to refine their oral-communication skills. They will further develop their ability as active listeners and as effective participants in large- and small-group activities. They will improve their skills in planning oral presentations and using grammatically correct language and specific vocabulary when delivering oral presentations, as well as including visual aids and appropriate dramatic gestures to enhance their delivery. Students will become able to summarize their presentations before delivery and summarize the presentations of others after listening to them.

5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.

- a) Participate in and contribute to discussions across content areas.**
- b) Organize information to present reports of group activities.**
- c) Summarize information gathered in group activities.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to develop the skills necessary to participate in large- and small-group learning activities. • Students will be active participants in discussions across content areas. They will become able to assume the role of the speaker and the role of the listener. • Students will refine their organizational skills in preparing, presenting, and summarizing information gathered in group activities. • Students will also become able to summarize their own material prior to delivering a presentation. • <i>Students will be read to daily by an adult.</i> 	<p>All students should</p> <ul style="list-style-type: none"> • participate effectively in subject-related group learning activities. • use their organizational skills in preparing, presenting, and summarizing information gathered in group activities. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • participate as active listeners in group learning activities by <ul style="list-style-type: none"> ○ listening for main ideas. ○ listening for sequence of ideas. ○ taking notes. • participate as informed contributors in group learning activities by <ul style="list-style-type: none"> ○ asking and answering questions at appropriate times. ○ clarifying confusing points. ○ summarizing main ideas. ○ organizing information from group discussion for presentation. ○ preparing an outline for presentation prior to delivery. ○ summarizing a presentation orally prior to delivery.

- 5.2 The student will use effective nonverbal communication skills.
- Maintain eye contact with listeners.
 - Use gestures to support, accentuate, and dramatize verbal message.
 - Use posture appropriate for communication setting.

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will continue to refine their communication skills. Students will enhance their oral presentations with appropriate body language, correct posture, and eye contact with listeners. Students will begin to use dramatic gestures and facial expressions that are suitable to the content and the audience. 	<p>All students should</p> <ul style="list-style-type: none"> understand how gestures, facial expressions, posture, and body language affect delivery of the message. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> demonstrate appropriate eye contact with listeners. use acceptable posture according to the setting and the audience. use dramatic gestures to support, accentuate, or dramatize the message. Use appropriate facial expressions to support, accentuate, or dramatize presentations.

- 5.3 The student will make planned oral presentations.**
- a) Determine appropriate content for audience.**
 - b) Organize content sequentially or around major ideas.**
 - c) Summarize main points before or after presentation.**
 - d) Incorporate visual aids to support the presentation.**
 - e) Use grammatically correct language and specific vocabulary.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will learn to plan and deliver oral presentations. 	<p>All students should</p> <ul style="list-style-type: none"> • select and organize information when preparing for an oral presentation. • use visual aids when preparing for an oral presentation. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • narrow the topic. • select information that develops the topic and is appropriate for the audience. • organize content sequentially and group together related information. • put information in order, providing an overview of the information at the beginning or a summary of the information at the end. • use visual aids to illustrate information. • use grammatically correct language. • use specific vocabulary to enhance oral presentations.

At the fifth-grade level, students will become increasingly independent readers of a variety of literary forms. Strategies such as word analysis and the use of context clues and word references will help students increase fluency as well as comprehension. They will begin to read text critically in order to examine implied relationships and understandings, recognize how character and plot are developed, and formulate and justify opinions about the text. They will organize the information they extract from the text and represent their understandings on charts, maps, and graphs.

LCPS EXTENSIONS

Spelling Instruction

The LCPS Spelling Program takes a word study approach to spelling as one part of literacy development. Teachers provide students with hands-on activities that imitate fundamental thinking processes, opportunities to compare and contrast categories of words and word features, and opportunities to discover similarities and differences among words and word patterns. Word Study, as implemented in the 5th grade classroom, should exhibit these characteristics:

- Teachers instruct where students use but confuse words.
- Teachers work with developmentally appropriate (and flexible) groups.
- Teachers build a strong foundation, mixing known features with unknown features.
- Teachers compare words that “do” with words that “don’t.” Teachers should help students see contrast in word sounds and patterns.
- Teachers introduce exceptions.
- Teachers sort by sound and sight. Teachers should use picture cards as well as letter cards, as developmentally appropriate.
- Teachers begin with obvious contrasts first.
- Teachers help students work for automaticity.
- Teachers use words students can read and meaningful text.
- Teachers allow students to discover rules and make generalizations about rules as they sort.

Refer to the LCPS Spelling Framework for an introduction to the program and to resources such as *Words Their Way* (Bear et al., 2004), *Word Journeys* (Ganske, 2000), and *Word Matters* (Pinnell and Fountas, 1998) for more details.

- 5.4 The student will read fiction and nonfiction with fluency and accuracy.
- Use context to clarify meanings of unfamiliar words.
 - Use knowledge of root words, prefixes, and suffixes.
 - Use dictionary, glossary, thesaurus, and other word-reference materials.

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to build vocabulary by applying their knowledge of word structure and context clues to determine the meanings of unfamiliar words. • Students should read about 120 words per minute in grade level materials. • Students will continue to build their knowledge of word origins by learning about Greek and Latin affixes. • Students will also use word-reference materials to learn new words. • <i>The teacher will determine appropriate text level by taking a running record.</i> • <i>The teacher will administer an appropriate developmental assessment to determine spelling patterns to be studied by the student.</i> 	<p>All students should</p> <ul style="list-style-type: none"> • apply knowledge of word structure and context clues to determine the meanings of unfamiliar words. • read with fluency and accuracy. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use context to infer the correct meaning of unfamiliar words. • apply knowledge of root words, prefixes, and suffixes. • continue to learn about Greek and Latin affixes. • use word references and context clues to determine which meaning is appropriate in a given situation. • identify the word-reference materials, such as a dictionary, glossary, or thesaurus that is most likely to contain the information needed. • understand that often a word can be divided into root word, prefix, and suffix in order to determine its pronunciation. • understand how a prefix changes the meaning of a root word. • read familiar text with fluency, accuracy, and expression. • <i>apply knowledge of how words are built commensurate with current reading level.</i>

- 5.5 The student will read and demonstrate comprehension of fiction.**
- a) Describe the relationship between text and previously read materials.**
 - b) Describe character development in fiction and poetry selections.**
 - c) Describe the development of plot and explain how conflicts are resolved.**
 - d) Describe the characteristics of free verse, rhymed, and patterned poetry.**
 - e) Describe how an author's choice of vocabulary and style contributes to the quality and enjoyment of selections.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> ● The intent of this standard is that students will continue to demonstrate comprehension of a selection by using before-, during-, and after-reading strategies. ● Students who become critical readers by analyzing point of view, word choice, plot, beginnings and endings, and character development. ● Students will continue to further their knowledge of plot and character and their understanding of how each is developed in a literary selection. ● Students will then locate information in the text to support their predictions and conclusions. 	<p>All students should</p> <ul style="list-style-type: none"> ● choose from a variety of comprehension strategies. ● describe character and plot development. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● understand that characters are developed by <ul style="list-style-type: none"> ○ what is directly stated in the text. ○ their speech and actions. ○ what other characters in the story say or think about them. ● understand that some characters change during the story or poem and some characters stay the same. ● understand that the main character has a problem that usually gets resolved. ● identify the problem of the plot. ● understand that plot is developed through a series of events. ● identify the events in sequence that lead to resolution of the conflict. ● discuss why an author might have used particular words and phrases. ● discuss the similarities and differences between a text and previously read materials. ● identify the characteristics of free verse (poetry with neither regular meter nor rhyme scheme), rhymed poetry, and patterned poetry.

- 5.6 The student will read and demonstrate comprehension of nonfiction.**
- a) Use text organizers, such as type, headings, and graphics, to predict and categorize information.**
 - b) Identify structural patterns found in nonfiction.**
 - c) Locate information to support opinions, predictions, and conclusions.**
 - d) Identify cause-and-effect relationships.**
 - e) Identify compare-and-contrast relationships.**
 - f) Skim materials to develop a general overview of content and to locate specific information.**
 - g) Identify new information gained from reading.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will read and demonstrate comprehension of nonfiction print materials and trade books across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics, in order to build vocabulary and content knowledge. • Students who demonstrate comprehension of a selection by using before-, during-, and after-reading strategies. • Before reading, students will become able to use text organizers to predict and categorize information. • During reading, students will formulate questions and make inferences, using given information. • After reading, students will summarize content, identify important ideas, provide details, make inferences, formulate opinions, and use writing to clarify their thinking. <p>CONTINUED</p>	<p>All students should</p> <ul style="list-style-type: none"> • preview, pose questions, and make predictions before reading. • understand how the organizational patterns make the information easier to comprehend. • make connections between what they read in the selection and their prior knowledge. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • read nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. • apply prior knowledge to make predictions. • use text set in special type styles (e.g., boldface, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information. • identify specific information in text that supports predictions. • understand how text features (e.g., formatting, graphics, diagrams, illustrations, charts, maps) make information accessible and usable. • skim material to develop a general overview or to locate specific information. • distinguish between fact and opinion. • form opinions and draw conclusions from the selection. <p>CONTINUED</p>

- 5.6 The student will read and demonstrate comprehension of nonfiction.**
- Use text organizers, such as type, headings, and graphics, to predict and categorize information.**
 - Identify structural patterns found in nonfiction.**
 - Locate information to support opinions, predictions, and conclusions.**
 - Identify cause-and-effect relationships.**
 - Identify compare-and-contrast relationships.**
 - Skim materials to develop a general overview of content and to locate specific information.**
 - Identify new information gained from reading.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>CONTINUED FROM PREVIOUS PAGE</p> <ul style="list-style-type: none"> Interactions between reader and text will become more sophisticated and deliberate as students make inferences, formulate opinions, and use writing to clarify their thinking. 		<p>CONTINUED FROM PREVIOUS PAGE</p> <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> locate details to support opinions, predictions, and conclusions. identify structural and organizational patterns such as cause-and-effect, comparison/contrast, and chronological order. identify new information learned from reading.

5.7 The student will demonstrate comprehension of information from a variety of print resources.

- a) Develop notes that include important concepts, summaries, and identification of information sources.
- b) Organize information on charts, maps, and graphs.

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to expand their understanding of how to use print resources to locate information. 	<ul style="list-style-type: none"> • organize and record information in order to blend ideas from a variety of print resources. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • take notes from a variety of print resources. • identify source of information. • summarize important concepts. • organize information, using visual representations, such as charts, maps, and graphs. • <i>Paraphrase content of text.</i>

At the fifth-grade level, students will continue to grow as writers, experimenting with new modes and purposes. They will spend more time on revising and editing their work as they gain greater understanding of written expression. Precise and descriptive vocabulary and varied sentence structure will become important tools for creating tone and voice within a text. Students will be expected to have greater control over the conventions of writing, including sentence formation, grammar, capitalization, spelling, and punctuation.

STANDARD 5.8

STRAND: WRITING

GRADE LEVEL 5

- 5.8 The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain. Students will also write fiction and non fiction works that will contain a minimum of five paragraphs.**
- a) Choose planning strategies for various writing purposes.**
 - b) Organize information.**
 - c) Demonstrate awareness of intended audience.**
 - d) Use precise and descriptive vocabulary to create tone and voice.**
 - e) Vary sentence structure.**
 - f) Revise writing for clarity.**
 - g) Use available technology to access information.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to write as a method of communication and as a means of expressing themselves. • Students will organize their thoughts and choose appropriate vocabulary to convey their message effectively. • There will be a continued emphasis on the students' ability to shape and control language purposefully and to master the features of the composing and written expression domains. • Voice shows an author's personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. • The three domains of writing are <ul style="list-style-type: none"> ○ composing—the structuring and elaborating a writer does to construct an effective message for readers; ○ written expression—those features that show the writer purposefully shaping and controlling language to affect readers; ○ usage/mechanics—the features that cause written language to be acceptable and effective for standard discourse. 	<p>All students should</p> <ul style="list-style-type: none"> • plan and organize information as they write for a variety of purposes. • use precise, descriptive vocabulary and vary sentence structures as they revise for clarity. • <i>maintain consistent slant and letter formation when writing in cursive.</i> 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply knowledge of the writing domains of composing, written expression, and usage/mechanics. • create a plan and organize thoughts before writing. • focus, organize, and elaborate to construct an effective message for the reader. • purposefully shape and control language to demonstrate an awareness of the intended audience. • select specific information to guide readers more purposefully through the piece. • choose precise descriptive vocabulary and information to create tone and voice. • include sentences of various lengths and beginnings to create a pleasant, informal rhythm. • clarify writing when revising. <p>CONTINUED</p>

- 5.8 The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain. Students will also write fiction and nonfiction works that will contain a minimum of five paragraphs.**
- a) Choose planning strategies for various writing purposes.**
 - b) Organize information.**
 - c) Demonstrate awareness of intended audience.**
 - d) Use precise and descriptive vocabulary to create tone and voice.**
 - e) Vary sentence structure.**
 - f) Revise writing for clarity.**
 - g) Use available technology to access information.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>CONTINUED FROM PREVIOUS PAGE</p> <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● use available technology to gather information and to aid in writing. ● <i>continue to develop outlining and note taking skills.</i> <p>Please refer to the LCPS Acceptable Use Policy (AUP) when utilizing internet resources.</p>

- Products produced by 5th grade students:
- * Narratives
 - * Journal Prompts
 - * Friendly Letter
 - * Outline
 - * Note Taking
 - * Descriptive Essays
 - * Informative Essays
 - * Explanations
 - * Biographies
 - * Graphic Organizers

5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.

- a) Use plural possessives.
- b) Use adjective and adverb comparisons.
- c) Identify and use interjections.
- d) Use apostrophes in contractions and possessives.
- e) Use quotation marks with dialogue.
- f) Use commas to indicate interrupters and in the salutation and closing of a letter.
- g) Use a hyphen to divide words at the end of a line.
- h) Edit for clausal fragments, run-on sentences, and excessive coordination.

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will understand and use the editing process. • Students will work to gain more control over the conventions of writing, including composing effective sentences, spelling, capitalization, and punctuation. • Students will also identify the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, and interjections. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that editing for correct sentence formation, grammar, capitalization, spelling, and punctuation makes the meaning of the writing clearer to the reader. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • punctuate correctly. <ul style="list-style-type: none"> ○ apostrophes in contractions, such as <i>isn't</i>, and possessives, such as <i>Jan's</i> ○ commas ○ quotation marks ○ commas in the salutation and closing of a letter ○ hyphens to divide words at the end of a line • use adverb comparisons, such as <i>fast, faster, fastest</i>. • use adjective comparisons, such as <i>big, bigger, biggest</i>. • use adverbs instead of adjectives where appropriate, e.g., "He played <i>really</i> well," instead of "He played <i>real</i> well." • use plural possessives, e.g., "The <i>books'</i> covers are torn." • Identify and use interjections, e.g., such as "<i>Oh my, look at the size of that bug!</i>" <p>CONTINUED</p>

5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.

- a) Use plural possessives.
- b) Use adjective and adverb comparisons.
- c) Identify and use interjections.
- d) Use apostrophes in contractions and possessives.
- e) Use quotation marks with dialogue.
- f) Use commas to indicate interrupters and in the salutation and closing of a letter.
- g) Use a hyphen to divide words at the end of a line.
- h) Edit for clausal fragments, run-on sentences, and excessive coordination.

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>CONTINUED FROM PREVIOUS PAGE</p> <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • avoid fragments (use of clausal fragments, such as “<i>Although he was not supposed to go out of the house,</i>” is not penalized in direct writing at this level). • avoid run-ons, e.g., “<i>I opened the door, the dog went out.</i>” • Avoid excessive coordination, e.g., “<i>I opened the door and the dog went out and he chased the cat and then he came back inside.</i>”

LCPS English/Language Arts SOL Pacing Guide 5th Grade

This pacing guide was designed to provide teachers with a list of specific SOL areas to be covered for each assessment period. It is to be used in conjunction with the LCPS English/Language Arts Curriculum Guide, which contains the required curriculum associated with the Virginia SOL. . Teachers are encouraged to design and use creative and effective instructional strategies to teach the standards for each quarter assessment period.

How to Use this Document

- Standards in **boldface** are to be emphasized during that benchmark assessment period. Standards that re-appear in subsequent quarters are to be retaught, re-visited, or reinforced. They do not appear in boldfaced text and will not be measured on that benchmark assessment. **The grade 5 SOL test does not include oral language standards.**
- Standards in *italics* are recommended extensions as per LCPS Curriculum Notes.

References and Sources

- VA DOE Standards of Learning Curriculum Framework, 2003
- VA DOE Standards of Learning : Crosswalk, 1995-2002
- Feedback on the 2004-08 LCPS curriculum guides

Grade 5 English Pacing Guide *At a Glance*

Standards in **boldface** are to be emphasized during that quarter. In subsequent quarters, these standards are to be retaught, revisited, or reinforced and are not printed in boldface text. The benchmark assessment dates are approximate. Material on the assessment will include skills in bolded print listed above the date, although some material may not have been introduced prior to the test date. **The oral language standards are not tested on the grade 5 SOL tests.**

	ORAL LANGUAGE	READING	WRITING
1st Quarter	5.1 a, b 5.2 a, b, c, d 5.3 a, b, c	5.4 a 5.5 a, b, c 5.6 c, d	5.8 a, b, g 5.9 b, f, h
2nd Quarter	5.1 a, b, c 5.2 a, b, c, d 5.3 a, b, c	5.4 a, b 5.5 a, b, c 5.6 a, b, c, d 5.7 a, b	5.8 a, b, d, e, f, g
		BMA Dec. 8-Jan. 9	BMA Jan. 20-30
3rd Quarter	5.1 a, b, c 5.2 a, b, c, d 5.3 a, b, c	5.4 a, b, c 5.5 a, b, c, d, e 5.6 a, b, c, d, e, f, g 5.7 a, b	5.8 a, b, c, d, e, f, g 5.9 a, b, c, d, e, f, g, h
		BMA Mar. 16-Apr. 3	
4th Quarter	5.1 a, b, c 5.2 a, b, c, d 5.3 a, b, c, d, e	5.4 a, b, c 5.5 a, b, c, d, e 5.6 a, b, c, d, e, f, g 5.7 a, b	5.8 a, b, c, d, e, f, g 5.9 a, b, c, d, e, f, g, h

In 2007-08, students countywide demonstrated weaknesses in the following areas. The * indicates these were also weaknesses in 2006-07.

*5.6a

*5.6 b

SOLs Tested on BMA 1

5.4 a, b

5.5 b, c

5.6 a, b, c, d

5.7 a, b

SOLs Tested on BMA 2

5.4 c

5.5 e

5.6 e

*BMA 1 SOLs and weak areas may be retested on BMA 2.

English/Language Arts SOL Pacing Guide – 5th Grade
1st Quarter

Oral Language	Reading	Writing
<p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <ul style="list-style-type: none"> a. Participate in and contribute to discussions across content areas. b. Organize information to present reports of group activities. <p>5.2 The student will use effective nonverbal communication skills.</p> <ul style="list-style-type: none"> a. Maintain eye contact with listeners. b. Use gestures to support, accentuate, and dramatize verbal message. c. Use facial expressions to support and dramatize verbal message. d. Use posture appropriate to communication setting. <p>5.3 The student will make planned oral presentations.</p> <ul style="list-style-type: none"> a. Determine appropriate content for audience. b. Organize content sequentially or around major idea. c. Summarize main points before or after a presentation. 	<p>5.4 The student will read fiction and nonfiction with fluency and accuracy.</p> <ul style="list-style-type: none"> a. Use context to clarify meanings of unfamiliar words. <p>5.5 The student will read and demonstrate comprehension of fiction.</p> <ul style="list-style-type: none"> a. Describe the relationship between text and previously read materials. b. Describe character development in fiction and poetry selections. c. Describe the development of plot and explain how conflicts are resolved. <p>5.6 The student will read and demonstrate comprehension of nonfiction.</p> <ul style="list-style-type: none"> c. Locate information to support opinions, predictions, and conclusions. d. Identify cause-and-effect relationships. 	<p>5.8 The student will write for a variety of purposes.</p> <ul style="list-style-type: none"> a. Choose planning strategies for various writing purposes. b. Organize information. g. Use available technology to access information. <p>5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.</p> <ul style="list-style-type: none"> b. Use adjective and adverb comparisons. f. Use commas to indicate interrupters and in the salutation/closing of a letter. h. Edit for clause fragments, run-on sentences, and excessive coordination. <p>Please refer to the LCPS Acceptable Use Policy (AUP) when utilizing internet resources.</p>

The following skill is not part of the Virginia SOLs for Fifth Grade. It should be introduced this year to prepare students for subsequent grade levels.

* Avoid using coordinating conjunctions at the beginning of a sentence.

English/Language Arts SOL Pacing Guide – 5th Grade
2nd Quarter

Oral Language	Reading	Writing
<p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <ul style="list-style-type: none"> a. Participate in and contribute to discussions across content areas. b. Organize information to present reports of group activities. c. Summarize information gathered in group activities. <p>5.2 The student will use effective nonverbal communication skills.</p> <ul style="list-style-type: none"> a. Maintain eye contact with listeners. b. Use gestures to support, accentuate, and dramatize verbal message. c. Use facial expressions to support and dramatize verbal message. d. Use posture appropriate to communication setting. <p>5.3 The student will make planned oral presentations.</p> <ul style="list-style-type: none"> a. Determine appropriate content for audience. b. Organize content sequentially or around major idea. c. Summarize main points before or after a presentation. 	<p>5.4 The student will read fiction and nonfiction with fluency and accuracy.</p> <ul style="list-style-type: none"> a. Use context to clarify meanings of unfamiliar words. b. Use knowledge of root words, prefixes, and suffixes. <p>5.5 The student will read and demonstrate comprehension of fiction.</p> <ul style="list-style-type: none"> a. Describe the relationship between text and previously read materials. b. Describe character development in fiction and poetry selections. c. Describe the development of plot and explain how conflicts are resolved. <p>5.6 The student will read and demonstrate comprehension of nonfiction.</p> <ul style="list-style-type: none"> a. Use text organizers, such as type, headings, and graphics, to predict and categorize information. b. Identify structural patterns found in nonfiction. c. Locate information to support opinions, predictions, and conclusions. d. Identify cause-and-effect relationships. <p>5.7 The student will demonstrate comprehension of information from a variety of print resources.</p> <ul style="list-style-type: none"> a. Develop notes that include important concepts, summaries, and identification of information sources. b. Organize information on charts, maps, and graphs. 	<p>5.8 The student will write for a variety of purposes.</p> <ul style="list-style-type: none"> a. Choose planning strategies for various writing purposes. b. Organize information. d. Use precise and descriptive vocabulary to create tone and voice. e. Vary sentence structure. f. Revise writing for clarity. g. Use available technology to access information. <p>5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.</p> <ul style="list-style-type: none"> a. Use plural possessives. b. Use adjective and adverb comparisons. c. Identify and use interjections. d. Use apostrophes in contractions and possessives. e. Use quotation marks with dialogue. f. Use commas to indicate interrupters and in the salutation/closing of a letter. g. Use a hyphen to divide words at the end of a line. h. Edit for clausal fragments, run-on sentences, and excessive coordination. <p>Please refer to the LCPS Acceptable Use Policy (AUP) when utilizing internet resources.</p>

The following skill is not part of the Virginia SOLs for Fifth Grade. It should be introduced this year to prepare students for subsequent grade levels.

* Avoid using coordinating conjunctions at the beginning of a sentence.

English/Language Arts SOL Pacing Guide – 5th Grade
3rd Quarter

Oral Language	Reading	Writing
<p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <ol style="list-style-type: none"> Participate in and contribute to discussions across content areas. Organize information to present reports of group activities. Summarize information gathered in group activities. <p>5.2 The student will use effective nonverbal communication skills.</p> <ol style="list-style-type: none"> Maintain eye contact with listeners. Use gestures to support, accentuate, and dramatize verbal message. Use facial expressions to support and dramatize verbal message. Use posture appropriate to communication setting. <p>5.3 The student will make planned oral presentations.</p> <ol style="list-style-type: none"> Determine appropriate content for audience. Organize content sequentially or around major idea. Summarize main points before or after a presentation. 	<p>5.4 The student will read fiction and nonfiction with fluency and accuracy.</p> <ol style="list-style-type: none"> Use context to clarify meanings of unfamiliar words. Use knowledge of root words, prefixes, and suffixes. Use dictionary, glossary, thesaurus, and other word-reference materials. <p>5.5 The student will read and demonstrate comprehension of fiction.</p> <ol style="list-style-type: none"> Describe the relationship between text and previously read materials. Describe character development in fiction and poetry selections. Describe the development of plot and explain how conflicts are resolved. Describe the characteristics of free verse, rhymed, and patterned poetry. Describe how an author's choice of vocabulary and style contributes to the quality and enjoyment of selections. <p>5.6 The student will read and demonstrate comprehension of nonfiction.</p> <ol style="list-style-type: none"> Use text organizers, such as type, headings, and graphics, to predict and categorize information. Identify structural patterns found in nonfiction. Locate information to support opinions, predictions, and conclusions. Identify cause-and-effect relationships. Identify compare-and-contrast relationships. Skim materials to develop a general overview of content and to locate specific information. Identify new information gained from reading. <p>CONTINUED</p>	<p>5.8 The student will write for a variety of purposes.</p> <ol style="list-style-type: none"> Choose planning strategies for various writing purposes. Organize information. Demonstrate awareness of intended audience. Use precise and descriptive vocabulary to create tone and voice. Vary sentence structure. Revise writing for clarity. Use available technology to access information. <p>5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.</p> <ol style="list-style-type: none"> Use plural possessives. Use adjective and adverb comparisons. Identify and use interjections. Use apostrophes in contractions and possessives. Use quotation marks with dialogue. Use commas to indicate interrupters and in the salutation/closing of a letter. Use a hyphen to divide words at the end of a line. Edit for clausal fragments, run-on sentences, and excessive coordination. <p>Please refer to the LCPS Acceptable Use Policy (AUP) when utilizing internet resources.</p>

English/Language Arts SOL Pacing Guide – 5th Grade
3rd Quarter

Oral Language	Reading	Writing
	<p>CONTINUED FROM PREVIOUS PAGE</p> <p>5.7 The student will demonstrate comprehension of information from a variety of print resources.</p> <ul style="list-style-type: none"> a. Develop notes that include important concepts, summaries, and identification of information sources. b. Organize information on charts, maps, and graphs. 	

The following skill is not part of the Virginia SOLs for Fifth Grade. It should be introduced this year to prepare students for subsequent grade levels.

- * Avoid using coordinating conjunctions at the beginning of a sentence.

English/Language Arts SOL Pacing Guide – 5th Grade
4th Quarter

Oral Language	Reading	Writing
<p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <ol style="list-style-type: none"> Participate in and contribute to discussions across content areas. Organize information to present reports of group activities. Summarize information gathered in group activities. <p>5.2 The student will use effective nonverbal communication skills.</p> <ol style="list-style-type: none"> Maintain eye contact with listeners. Use gestures to support, accentuate, and dramatize verbal message. Use facial expressions to support and dramatize verbal message. Use posture appropriate to communication setting. <p>5.3 The student will make planned oral presentations.</p> <ol style="list-style-type: none"> Determine appropriate content for audience. Organize content sequentially or around major idea. Summarize main points before or after a presentation. Incorporate visual aids to support the presentation. Use grammatically correct language and specific vocabulary. 	<p>5.4 The student will read fiction and nonfiction with fluency and accuracy.</p> <ol style="list-style-type: none"> Use context to clarify meanings of unfamiliar words. Use knowledge of root words, prefixes, and suffixes. Use dictionary, glossary, thesaurus, and other word-reference materials. <p>5.5 The student will read and demonstrate comprehension of fiction.</p> <ol style="list-style-type: none"> Describe the relationship between text and previously read materials. Describe character development in fiction and poetry selections. Describe the development of plot and explain how conflicts are resolved. Describe the characteristics of free verse, rhymed, and patterned poetry. Describe how an author's choice of vocabulary and style contributes to the quality and enjoyment of selections. <p>5.6 The student will read and demonstrate comprehension of nonfiction.</p> <ol style="list-style-type: none"> Use text organizers, such as type, headings, and graphics, to predict and categorize information. Identify structural patterns found in nonfiction. Locate information to support opinions, predictions, and conclusions. Identify cause-and-effect relationship s. Identify compare-and-contrast relationships. Skim materials to develop a general overview of content and to locate specific information. Identify new information gained from reading. <p>CONTINUED</p>	<p>5.8 The student will write for a variety of purposes.</p> <ol style="list-style-type: none"> Choose planning strategies for various writing purposes. Organize information. Demonstrate awareness of intended audience. Use precise and descriptive vocabulary to create tone and voice. Vary sentence structure. Revise writing for clarity. Use available technology to access information. <p>5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.</p> <ol style="list-style-type: none"> Use plural possessives. Use adjective and adverb comparisons. Identify and use interjections. Use apostrophes in contractions and possessives. Use quotation marks with dialogue. Use commas to indicate interrupters and in the salutation/closing of a letter. Use a hyphen to divide words at the end of a line. Edit for clausal fragments, run-on sentences, and excessive coordination. <p>Please refer to the LCPS Acceptable Use Policy (AUP) when utilizing internet resources.</p>

English/Language Arts SOL Pacing Guide – 5th Grade
4th Quarter

Oral Language	Reading	Writing
	<p>CONTINUED FROM PREVIOUS PAGE</p> <p>5.7 The student will demonstrate comprehension of information from a variety of print resources.</p> <ul style="list-style-type: none"> a. Develop notes that include important concepts, summaries, and identification of information sources. b. Organize information on charts, maps, and graphs. 	

The following skill is not part of the Virginia SOLs for Fourth Grade. It should be introduced this year to prepare students for subsequent grade levels.

- * Demonstrate how to avoid run-on sentences.

Sample Units

The following unit, developed by the 2008 High School Curriculum Committee, was designed based on the framework of Understanding by Design. This framework was developed by Jay McTighe and Grant Wiggins to emphasize what are termed the six facets of understanding: explanation, interpretation, application, perspective, empathy, and self-knowledge. Each unit is built on a foundation of essential questions and understandings that students are expected to gain by the end of the unit. Each unit is anchored with an assessment performance task that should be rooted in authentic, real world activities. The learning activities and performance task help to build and show students understanding of concepts for each of the facets of understanding. The facets of understanding are defined below. These facets shape the learning activities and performance task in which the students will be asked to engage.

Facet of Understanding	Definition
Explanation	Students are able to explain the why and how of a concept. For example, students are able to explain why a character takes a certain action using supporting evidence from the text.
Interpretation	Students are able to assign meaning to a concept show how it relates to them and to the world. For example, students might write a poem incorporating figurative language and imagery to convey a message.
Application	Students are able to apply the knowledge and skills that they have gained to a real-world authentic activity. For example, students might write a Life in Haiku piece and submit it to the <i>Washington Post</i> for publication.
Perspective	Students are able to see and analyze another perspective than their own. For example, in preparing for a debate, a student is able to argue both sides.
Empathy	Students are able to feel the impact of a decision or event on others. For example, students write poems about the injustices in Darfur, which are compiled and published into a book and sold to raise money for relief efforts.
Self-knowledge	Students are able to reflect about their work and their thinking. For example, students might reflect about their writing process in the creation of a short story.

Grade 5 Endangered Animals: What Can You Do?

Objectives

Goals:

- q 5.1a—Participate in and contribute to discussions across content areas.
- q 5.1b—Organize information to present reports of group activities
- q 5.2b—Use gestures to support, accentuate, and dramatize verbal message
- q 5.3—Make planned oral presentations.
- q 5.4—Read non-fiction with fluency and accuracy.
- q 5.6a—Use text organizers, such as type, headings, and graphics, to predict and categorize information
- q 5.6b—Identify structural patterns found in non-fiction
- q 5.6c—Locate information to support opinions, predictions, and conclusions
- q 5.6d—Identify cause-and-effect relationships
- q 5.7a—Develop notes that include important concepts, summaries, and identification of information sources.
- q 5.8b—Organize information.
- q 5.8c—Demonstrate awareness of intended audience.

Understandings: (Students will understand...)

- q how to use organizational skills from a variety of print resources to prepare, present, and summarize information gathered from non-fiction texts.
- q that gestures, facial expressions, posture, and body language affect delivery of a message.
- q that the use of visual aids enhances oral presentations..

Essential Questions:

- q What causes an animal population to become endangered?
- q What can you and other citizens do to help maintain the populations of endangered species?
- q How can you persuade an audience to consider your point of view?

Students will know....

- q examples of endangered species.
- q how to help maintain the populations of endangered species.
- q the features and structure of non-fiction texts.
- q the structure of a public service announcement.
- q how the organizational patterns of non-fiction texts make the information easier to comprehend.
- q how to make connections between what they read in the selection and their prior knowledge.
- q how to organize information as they write for their intended audience.

Students will be able to...

- q convey information through a public service announcement format
- q create a video product
- q interpret non-fiction texts
- q use gestures and expression to deliver a message to an intended audience
- q work cooperatively in a small group to create a product

Evidence of Understanding**Performance Task(s):**

You are a group of actors who have the task of creating a public service announcement that will be televised. Your announcement will tell viewers about actions they can take to help save an endangered species of animal.

Other Evidence:

- q Storyboard and script to plan performance
- q Observation of small group activities

Learning Plan**Learning Activities:**

- q Set the purpose for reading by explaining to students that they will be expected to produce an original public service announcement (PSA) that persuades an audience to take action to protect an endangered species.
- q Using a non-fiction text, show students how text features such as special type styles, headings of sections, and chapter titles can help them predict and categorize information.
- q In small groups, have students examine additional non-fiction texts and make predictions based on text features.
- q After students have learned the structure and text features of non-fiction text, students will read non-fiction (leveled readers) Protecting Sea Turtles, Saving Sea Turtles, The Emerald Cathedral: Inside a Tropical Rainforest, and The Return of Wild Whoopers and extract key concepts to interpret, explain, and empathize with why animal populations have become endangered. Students will also be encouraged and offered the option to access the Internet for deeper exploration on endangered animals.
- q As a class, view several examples of public service announcements. Discuss how verbal and non-verbal communication techniques enhance a performance.
- q Have the school librarian teach a lesson about Fair Use of published and internet sources.
- q Divide students into small groups and assign each group a species to report on the PSA. As a group, they are to write a script and create a story board that includes dialogue, visuals, and audio. Then each group will use Moviemaker software to produce its PSA. You may wish to involve the technology research teacher in this activity.
- q Have each group present its PSA to the class.
- q Students will complete a self-reflective rubric evaluating their participation and performance.

Resources:

Public Service Announcements

- q School librarian
- q School Technology Resource Teacher
- q Attached activity and question sheet
- q Attached script outline
- q Attached public service announcement rubric
- q Moviemaker software
- q Digital video recorder
- q Safari Montage video examples:
 1. Safety Awareness <http://10.120.2.32/SAFARI/montage/play.php?keyindex=357&location=local>
 2. Saying No to Drugs and Alcohol <http://10.120.2.32/SAFARI/montage/play.php?keyindex=372&location=local>
 3. Viruses <http://10.120.2.32/SAFARI/montage/play.php?keyindex=1386&location=local>

Research Resources

Leveled Readers (Houghton Mifflin)

Theme 6: Animal Encounters

- q Language Support: Protecting Sea Turtles
- q Below Level: Saving Sea Turtles
 - <http://www.nmfs.noaa.gov/pr/species/turtles/>
 - <http://www.fws.gov/northflorida/SeaTurtles/SeaTurtleBrochure.pdf>
 - <http://www.cccturtle.org/sea-turtle-information.php>
 - http://en.wikipedia.org/wiki/Sea_turtle
- q On Level: The Emerald Cathedral: Inside a Tropical Rainforest
 - <http://kids.mongabay.com/>
 - <http://www.eduweb.com/amazon.html>
 - <http://www.blueplanetbiomes.org/rainforest.htm>
 - http://www.bagheera.com/inthewild/spot_sprain.htm
 - <http://www.oxfam.org.uk/coolplanet/ontheline/explore/nature/trfindex.htm>
- q Above Level: The Return of the Wild Whoopers
 - <http://whoopers.usgs.gov/coolfacts.htm>
 - http://www.scwf.org/index.php?option=com_content&task=view&id=90
 - http://findarticles.com/p/articles/mi_m0EPG/is_7_34/ai_62525610
 - <http://www.britannica.com/EBchecked/topic/643020/whooping-crane#>