

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Phonemic Awareness, Word Recognition and Fluency</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
No Indicators			

## Language Arts: Grade Five

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Acquisition of Vocabulary</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>1. Define the meaning of unknown words by using context clues and the author’s use of definition, restatement and example.</p>	<p>1. Take two or three sentences out of a piece of literature.</p> <p>2. Select a word that students might not know but could figure out from the context.</p> <p>3. Ask students to talk about what the word means within the context of the text and help them learn how to use context to discover meaning.</p> <p>4. “Prompts to Help Students Solve Words During Reading”, discuss Pg. 383, Figure 22-9.</p> <p>5. Complete lesson “Cue Into Context Clues”, Pgs. 91-94.</p> <p>6. <u>Reader’s Handbook</u> pg. 494-496 and 500-503</p>	<p>4. <u>Guiding Readers/Writers</u>, Pg. 383, Figure 22-9</p> <p>5. <u>Lifesaver Lessons Language Arts, Grade 5</u>, Pgs. 91-94 Appendix 1</p>	<ul style="list-style-type: none"> <li>• Individual reading conferences</li> <li>• Give students a paragraph. Have students list an unknown word from the given paragraph. Students will give the meaning of the unknown word using context clues</li> </ul>

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<p>2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.</p>	<p>1. Students will add the definitions of synonyms and antonyms to student dictionary.</p> <p>2. Students will list synonyms and antonyms to any new words added to the student dictionary.</p> <p>3. Take words out of literature read. 3a. Make a word web, placing a word in the center and branch out to antonyms, synonyms, short definitions, or sentences from texts where students have encountered the word. (Guiding Readers/Writers, Pg. 380, Figure 22-5)</p> <p>4. Students will add definitions of homophones, homonyms and homographs to student dictionary.</p> <p>5. Brainstorm lists of homophones, homonyms and homographs. Display lists on chart paper.</p> <p>6. Give students passages with words left out. Have students choose correct homophones, homonyms, and homographs.</p> <p>7. Do activities on pgs. 400-401 in the Writers Express Program Guide.</p> <p>8. Do activities on pgs. 39-40, 42.</p> <p>9. <u>Reader's Handbook pgs. 500-503</u></p> <p>10. <u>Words Their Way</u> pgs. 283-284</p>	<p>1. <u>Writer's Express</u> Student handbook.</p> <p>2. <u>The NEW Reading Teacher's Book of Lists</u></p> <p>3. <u>Guiding Readers/Writers</u>, pg. 380</p> <p>7. <u>Writers Express Program Guide</u>, Pgs. 400-401</p> <p>8. <u>Super-Fun, Reading and Writing Skill Builders</u>, Pgs. 39-40, 42 Appendix 2</p>	<ul style="list-style-type: none"> <li>• Synonyms-Give students a passage with highlighted words. Have students substitute a synonym for the highlighted words.</li> <li>• Antonyms-Give students Fairy Tale antonyms. Students will rewrite the story substituting correspondence antonyms for the italicized words. Appendix 2</li> <li>• Homophones, homonyms, homographs-Give students passages with words left out. Have students choose correct homophones, homonyms, and homographs.</li> </ul>

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3. Identify the connotation and denotation of new words.	<p>1. Mini-lesson – add the definition of connotation &amp; denotation to student dictionary.</p> <p style="margin-left: 20px;">a. <u>Connotation</u> – the attitudes and feelings associated with a word as opposed to a words literal meaning.</p> <p style="margin-left: 20px;">b. <u>Denotation</u> – the literal or “dictionary” meaning of a word.</p> <p>* Bring out the connotation &amp; denotation of words during word study block. (See Chapter 3 Guiding Readers/Writers)</p> <p>2. Read pgs. 200, 331 in <u>Readers Handbook</u></p>	<p>1. <u>Guiding Readers/Writers</u>, see chapter 3, Investigating and Using Language: The Language and Word Study Design (see page 32 for sample lesson plan)</p> <p>2. Readers handbook pgs. 200, 331</p>	<ul style="list-style-type: none"> <li>• Have students keep a list of new vocabulary listing connotations of words</li> </ul>

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<p>4. Identify and understand new uses of words and phrases in text, such as similes and metaphors.</p>	<ol style="list-style-type: none"> <li>1. Mini-lessons on similes and metaphors.</li> <li>2. Generate lists of similes and metaphors with students. Post on chart paper.</li> <li>3. Use trade books to identify similes and metaphors (Writer’s Talk).</li> <li>4. Writer’s Express, Pgs. 126-127, 241, 245. Student handbook as resource.</li> <li>5. Read pgs. 313, 342 about Similes in the <u>Reader’s Handbook</u></li> <li>6. Read pgs. 313, 336 about metaphors in the <u>Reader’s Handbook</u></li> </ol>	<ol style="list-style-type: none"> <li>1. <u>Similes &amp; Metaphors</u>, Remedia Publications Appendix 3</li> <li>2. <u>The NEW Reading Teacher’s Book of Lists</u>, pgs. 69 &amp; 70 Appendix 3</li> <li>3. <u>Guiding Readers/Writers</u>, Pgs. 423-431</li> <li>4. <u>Writer’s Express Student Handbook</u>, pgs. 126-127, 241, 245</li> <li>5/6. <u>Reader’s Handbook</u></li> </ol>	<ul style="list-style-type: none"> <li>• Guided Reading Group (Observation)</li> <li>• Literature Circles (Observation)</li> <li>• Give short passage. Have students underline and describe similes and metaphors.</li> </ul>

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<p>5. Use word origins to determine the meaning of unknown words and phrases.</p>	<p>1. Group work with dictionary. Have students locate word origins of unknown words and phrases.</p> <p>2. “Word Tree”- Draw a tree and list the unknown word or phrase on the trunk. Use branches to list definitions and origins of word/phrases.</p> <p>3. Word Origin lessons, pgs. 21-22.</p> <p>4. Page 504 – <u>Reader’s Handbook</u></p> <p>5. “Joined at the Roots” Pages 268-269 <u>Words Their Way</u></p>	<p>1. Dictionary</p> <p>3. <u>Internet Activities for Language Arts, Challenging</u>, pgs. 21-22 Appendix 4</p> <p>4. <u>Reader’s Handbook</u></p> <p>5. <u>Words Their Way</u></p>	<ul style="list-style-type: none"> <li>• Word trees – students submit one word tree each week in their reading folder</li> </ul>

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6. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meaning of words.	<p>1. Mini-lesson – use chart paper to list principles of prefixes, suffixes and roots. Examples:</p> <ul style="list-style-type: none"> <li>- prefixes and suffixes are usually separate syllables, with longer ones separated into two syllables (re-turn, pro-logue).</li> <li>- Prefixes and suffixes change the meaning of the word</li> <li>- When you add a prefix, the spelling of the root word doesn't change (pre-view).</li> <li>- Inflectional endings like 'ing' and 'es' are usually separate syllables</li> </ul> <p>2. Mini-lesson – page 244, ("A What-ologist?"), in <u>Writers Express Teachers Guide</u> to the handbook.</p> <p>3. Activities on pages 34-36 <u>Reading &amp; Writing Skill Builders</u>, pgs. 34-36.</p> <p>4. Read pgs. 504-507 <u>Reader's Handbook</u></p> <p>5. "Joined at the Roots" pgs. 268-269 Prefix sort pgs. 247-248 <u>Words Their Way</u></p>	<p>1. <u>Writers Express Student Handbook</u>, pgs. 294-304</p> <p>1.1 <u>Guiding Readers/Writers</u>, pg. 373</p> <p>1.2 <u>The NEW Reading Teachers Book of Lists</u> – Pgs. 104, 112, 118 Appendix 5</p> <p>2. <u>Writers Express Teachers Guide</u>, pgs. 123-124, 244</p> <p>3. <u>Reading &amp; Writing Skill Builders</u> Pgs. 34-36 Appendix 5</p> <p>4. <u>Silver Burdett English</u></p> <p>5. <u>Reader's Handbook</u></p> <p>6. <u>Words Their Way</u></p>	<ul style="list-style-type: none"> <li>• Silver Burdett English, pgs. 108-109 &amp; 180-181</li> <li>• <u>Words their Way</u> pg. 248</li> </ul>

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7. Identify the meanings of abbreviations.	<p>1. Mini-lesson-explain to students that an abbreviation is the shortened form of a word or phrase. Most abbreviations begin with a capital letter and end with a period.</p> <p>2. Post common abbreviations on chart paper and add to student created dictionary.</p> <p>3. <u>Writer’s Express Program Guide</u>, pgs. 389-390.</p> <p>4. Use <u>Daily Oral Language</u>.</p>	<p>1. <u>Writer’s Express-Student Handbook</u>, pgs. 396-397</p> <p>2. <u>The New Reading Teacher’s Book of Lists</u>, pgs. 247-248 Appendix 6</p> <p>3. <u>Writer’s Express Program Guide</u>, pgs. 389-390</p> <p>4. <u>Daily Oral Language</u></p>	<ul style="list-style-type: none"> <li>• Give students sentences with common abbreviations. Have students give the word or phrase for the abbreviation.</li> </ul>

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<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>	<p>1. Mini-lesson: review use of dictionaries and glossaries. Show (technology/textual features) example of a dictionary page (Writers Express, Student Handbook, pg. 291). Go over guide words, pronunciations, synonyms, antonyms, syllable division, parts of speech, etc.</p> <p>2. Introduce thesaurus (Writers Express Student Handbook, pg. 292). Explain to students that a thesaurus is a book of words and their synonyms. Explain also that a thesaurus lists antonyms.</p> <p>3. <u>Writers Express Program Guide</u>, pg. 268.</p> <p>4. <u>Internet Activities for Language Arts, Challenging</u>, lessons on pgs. 16-20.</p> <p>5. Page 205-<u>Words Their Way</u> “Finding words in dictionaries” activity</p> <p>6. Page 496 &amp; 117 <u>Reader’s Handbook</u></p>	<p>1. <u>Writers Express Student Handbook</u>, pgs. 289-294 1.1 Dictionary</p> <p>2. Thesaurus</p> <p>3. <u>Writers Express Program Guide</u> – pg.268</p> <p>4. <u>Internet Activities for Language Arts, Challenging</u>, pgs. 16-20 Appendix 7</p> <p>5. Page 205-<u>Words Their Way</u></p> <p>6. <u>Reader’s Handbook</u></p>	<ul style="list-style-type: none"> <li>• Student created dictionary with word, part of speech, definition, synonyms and antonyms</li> <li>• Give a list of unknown words. Have students determine the meanings and pronunciations of unknown</li> </ul>

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### Adams County/Ohio Valley Course of Study

<b>Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.</p>	<p>1. Daily Independent Reading</p> <p>2. Accelerated Reader – adjust ZPD according to type of book (fiction, non-fiction, etc.)</p> <p>3. Research projects.</p>	<p>1. <u>Guiding Readers/Writers</u>, Pgs. 150-184</p>	<ul style="list-style-type: none"> <li>• Reader’s notebook (folder) – Rubric for Response Journals, Pg. 183 <u>Guiding Readers/Writers</u></li> </ul>

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<p>2. Predict and support predictions with specific references to textual examples that may be widely separated sections of text.</p>	<p>1. Mini-lesson: Discuss synonyms for the word “predict”. Tie in with other subjects, ie. Hypothesis, guess, estimate, etc.</p> <p>2. Reading Notebook-have students write a letter predicting the end of the book they are reading independently. Students should also give specific examples to support their prediction.</p> <p>3. Read page 39 – <u>Reader’s Handbook</u></p>	<p>1. <u>Guiding Readers/Writers</u>, Pg. 313</p> <p>3. Page 39 <u>Reader’s Handbook</u></p>	<ul style="list-style-type: none"> <li>• Reader’s Notebook (Assessment Rubric), <u>Writers Express Teachers Guide</u>, pg. 189 and <u>Guiding Readers/Writers</u>, pg. 183</li> <li>• Thinkmark (Appendix 15), <u>Guiding Readers/Writers</u>,</li> <li>• Guided Reading groups</li> </ul>



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<b>Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>			
<b>Proficiency Test Alignment: Summarize the text</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
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.	1. Introduce Reading Notebook.  2. Go over form for a friendly letter (date, greeting, body, closing, and signature).  3. Discuss guidelines for proofreading a letter.  4. Students will write a letter each week summarizing information from texts read. Letters should include: title, author, possible main ideas citing examples from text.  5. Read sample journal entry on page 137 – <u>Writers Express</u> student handbook.  6. Read pages 35, 536-537, 148 in <u>Reader’s Handbook</u>	1. <u>Guiding Readers/Writers</u> , Appendix 13, 14, & 16  2. <u>Writers Express Student Handbook</u> , pgs. 144-149          4. <u>Guiding Readers/Writers</u> , pgs. 169-185       5. <u>Writers Express</u> , Student handbook, pg. 137   6. <u>Reader’s Handbook</u>	<ul style="list-style-type: none"> <li>• <u>Reader’s Notebook</u> (letter entry). Assessment rubric, <u>Writers Express Teacher’s Guide</u>, pg. 183</li>   <li>• <u>Guiding Readers/Writers</u>, pg. 189</li> </ul>

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<b>Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>			
<b>Proficiency Test Alignment: Infer from the text.</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>5. Make inferences based on implicit information in texts, and provide justifications for those references.</p>	<p>1. Mini-lesson: explain to students that when making an inference, they should look for clues in the story and think about related personal experiences.</p> <p>2. Discuss text to text, self to text and text to world connections. Fill out Thinkmarks.</p> <p>3. <u>Lifesaver Lessons</u>, pg..73</p> <p>4. <u>Blast Off! 5</u>, pg. 30.</p> <p>5. Read pages 523, 36, 447-448 in <u>Reader's Handbook</u></p> <p>6. Create an inference chart using example on page 550 in <u>Reader's Handbook</u></p>	<p>1. <u>Guiding Readers/Writers</u>, Appendix, 13, 14 &amp; 16</p> <p>2. <u>Guiding Readers/Writers</u>, Appendix 15</p> <p>3. <u>Lifesaver Lessons Language Arts, Grade 5</u> (mailbox), pgs. 71-74 Appendix 8</p> <p>4. <u>Blast Off! 5</u>, pg. 30</p> <p>5/6. <u>Reader's Handbook</u></p>	<ul style="list-style-type: none"> <li>• Reader's Notebook (Letter entry)</li> <li>• Thinkmarks (Appendix 15), <u>Guiding Readers/Writers</u></li> <li>• Guided Reading Groups</li> <li>• Literature Circles</li> </ul>

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<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Select, create and use graphic organizers to interpret textual information.	1. Expose students to different types of graphic organizers.  2. Model using a cause and effect organizer with a topic students are studying, <u>Writers Express Program Guide</u> , pg. 679.  3. Have students create the organizer on their own paper as you put it on the board or overhead.  4. Students will invent their own graphic organizers to share with the class.  5. Read pages 412-436 in <u>Reader's Handbook</u>	1. <u>Guiding Readers/Writers</u> , Appendix 17-45  2. <u>Writers Express Program Guide</u> , pgs. 68, 195, 264, 268, 293-296, 330, 567, 673-680  3. <u>Writers Express</u> , Student Handbook, pgs. 334-336  5. <u>Reader's Handbook</u>	<ul style="list-style-type: none"> <li>Completed graphic organizer – student choice/created</li> </ul>

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<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	1. Mini-lesson - Bloom's Taxonomy - Levels of questions  2. Read pages 447-448 in <u>Reader's Handbook</u>	1. Bloom's Taxonomy Appendix 9  2. <u>Reader's Handbook</u>	<ul style="list-style-type: none"> <li>Students will generate a list of questions including each level of Bloom's Taxonomy from a selection read by all students.</li> </ul>

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8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back or summarizing what has been read so far in text.	1. Individual Student Conferences, <u>Guiding Readers/Writers</u> , Appendix 12.	1. <u>Guiding Readers/Writers</u> , pgs. 138-141	<ul style="list-style-type: none"> <li>• Individual student conference</li> <li>• Guided reading groups</li> <li>• Reader's Notebook (Assessment rubric), <u>Writers Express Teacher's Guide</u>, pg. 189 and <u>Guiding Readers and Writers</u>, Pg. 183</li> </ul>

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9. List question and search for answers within the text to construct meaning.	<p>(1) Use the KWL graphic organizer to list questions students would like answered about a given topic.</p> <p>(2) Read/Research topic listing what they learned.</p> <p>(3) Read pages 40-41 in <u>Reader's Handbook</u></p>	<p>(1) <u>Guiding Readers/Writers, Grades 3-6 – Appendix 45</u></p> <p>(3) <u>Reader's Handbook</u></p>	(1) Completed KWL chart – appendix 45.

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10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	<p>1. Students will use the Reader’s Notebook to list topics of interest, genres/types of books, authors of interest, and recommendations from others.</p> <p>2. Have students write book recommendations using the criteria from <u>Guiding Readers/Writers</u>.</p>	<p>1. <u>Guiding Readers/Writers</u>, Appendix 13-14</p> <p>2. <u>Guiding Readers/Writers</u></p>	<ul style="list-style-type: none"> <li>• Reader’s Notebook (books to read)</li> </ul>

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11. Independently read books for various purposes (e.g., enjoyment, for literary experience, to gain information or to perform a task).	<p>1. After selecting a book to read for various purposes, students will keep a reading list giving the title, author, date completed, etc.</p> <p>2. Students will choose, independently, books from the library to read for various purposes.</p>	1. <u>Guiding Readers/Writers</u> , Appendix 13-14	<ul style="list-style-type: none"> <li>• Reader's Notebook (reading list)</li> </ul>

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### Adams County/Ohio Valley Course of Study

<b>Content Standard: Reading Applications: Informational, Technical and Persuasive Text</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<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>1. Mini-lesson – go over page 262 in Writers Express Handbook. Discuss parts of a book &amp; what they are used for.</p> <ul style="list-style-type: none"> <li>- read &amp; discuss page 268 in handbook.</li> </ul> <p>2. Divide the class into small groups &amp; give each group time to research on the internet a topic of your choice. Have them print out their sources. Use page 254 in <u>Writers Express Program Guide</u>.</p> <p>3. Read pages 116-125 in <u>Reader’s Handbook</u></p>	<p>1. <u>Writers Express Student Handbook</u>, pgs. 262, 268 &amp;</p> <p>2. <u>Writers Express Program Guide</u>, pg. 254</p> <p>3. <u>Silver Burdett English</u>, pgs. 222-223</p> <p>3. <u>Reader’s Handbook</u></p>	<ul style="list-style-type: none"> <li>• Use pages 222-223 in Silver Burdett English Practice A &amp; B for parts of a book</li> <li>• Internet sources found on given topic</li> </ul>

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<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Identify, distinguish between and explain examples of cause and effect in informational text.	<p>1. Use page 335 in <u>Writers Express Student Handbook</u> to support your instruction of cause and effect. Use current trade book/story to complete cause and effect graph organizer on page 679 in the <u>Writers Express Program Guide</u>.</p> <p>2. Pages 44-50 in <u>Blast Off!5 on Ohio Reading</u>.</p> <p>3. Plot chart – <u>Getting the Most from Literature Groups</u>.</p> <p>4. Cause/effect charts, <u>Guiding Readers/Writers</u>, Appendix 41 &amp; 42.</p> <p>6. Read pages 524, 54 in <u>Reader’s Handbook</u></p>	<p>1. <u>Blast Off! 5, Ohio Reading</u>, pgs. 44-50</p> <p>1. <u>Writers Express Student Handbook</u>, pg. 335</p> <p>1. <u>Writers Express Program Guide</u>, pg. 679</p> <p>3. <u>Getting the Most from Literature Groups</u> Appendix 10</p> <p>4. <u>Guiding Readers/Writers</u></p> <p>5. <u>Reading &amp; Writing Skill Builders</u> Pg. 70 Appendix 10</p> <p>6. <u>Reader’s Handbook</u></p>	<ul style="list-style-type: none"> <li>• Reading Response: Cause &amp; Effect in <u>Reading &amp; Writing Skill Builders</u>, pg. 70. (Open response to any story students are currently reading)</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Reading Applications: Informational, Technical and Persuasive Text</b>			
<b>Analyze the text, examining, for example, author’s use of comparison and contrast, cause and effect, or fact and opinion.</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Compare important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.	1. Use <u>Guiding Readers/Writers</u> , Appendix 30, 31, 34 & 39. 2. Use pages 75-76, Reading Response: Compare and Contrast. 3. Guided Reading Groups. 4. Read pages 201, 208-209 in <u>Reader’s Handbook</u>	1. <u>Guiding Readers/Writers</u> 2. <u>Reading and Writing Skill Builders</u> , pgs. 75-76 Appendix 11 3. <u>Guiding Readers/Writers</u> Pgs. 17, 190-205, 47 4. <u>Reader’s Handbook</u> 5. Science/Social Studies textbooks	<ul style="list-style-type: none"> <li>Completed graphic organizers</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Reading Applications: Informational, Technical and Persuasive Text</b>			
<b>Proficiency Test Alignment: Summarize the text</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Summarize the main ideas and supporting details.	<p>1. Introduce Reader’s Notebook.</p> <p>2. Go over form for a friendly letter (date, greeting, body, closing, &amp; signature.)</p> <p>3. Discuss guidelines for proofreading a letter.</p> <p>4. Students will write a letter a week sharing with teacher their thinking about the book they are reading. Include the following: title and author of book and main ideas and details.</p> <p>5. Read sample journal entry on page 137 – <u>Writers Express</u> Student Handbook.</p> <p>6. Read pages 43-48 in <u>Reader’s Handbook</u></p>	<p>1. Reader’s Notebook (Literacy Collaborative) <u>or</u> the following pages from <u>Guiding Readers/Writers</u>, Appendix, 13, 14, &amp; 16</p> <p>2. <u>Writers Express</u> – Student Handbook, pgs. 144-149</p> <p>4. <u>Guiding Readers/Writers</u>, pgs. 169-185</p> <p>5. <u>Writers Express</u> Student Handbook, pg. 137</p> <p>6. <u>Reader’s Handbook</u></p>	<ul style="list-style-type: none"> <li>• Letter entry from Reader’s Notebook.</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Reading Applications: Informational, Technical and Persuasive Text</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Analyze information found in maps, charts, tables, graphs and diagrams.	<p>1. Maps – Writers Express Program Guide, pages 558-561 and Writers Express Student Handbook, pgs. 456-471.</p> <p>2. Writers Express Teachers Guide, pages 121-122 &amp; 243, Charts, Tables, Graphs and Diagrams.</p> <p>3. Mini-lesson – <u>Writers Express Program Guide</u>, Reading Graphics, pages 261-264.</p> <p>4. Read pages 412-435 in <u>Reader’s Handbook</u></p>	<p>3. <u>Guiding Readers/Writers</u></p> <p>1. <u>Writers Express Program Guide</u>, pgs. 558-561</p> <p>1. <u>Writers Express Student Handbook</u>, pgs. 456-471</p> <p>2. <u>Writers Express Teachers Guide</u>, pages 121-122 &amp; 243</p> <p>3. <u>Writers Express Program Guide</u> Pgs. 261-264</p> <p>4. <u>Reader’s Handbook</u></p>	<ul style="list-style-type: none"> <li>• Writers Express Program Guide, pgs. 558-559</li> <li>• Writers Express Program Guide, pgs. 263-264</li> </ul>

## Language Arts: Grade Five

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Reading Applications: Informational, Technical and Persuasive Text</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>6. Clarify steps in a set of instructions or procedures for proper sequencing and completeness and revise if necessary.</p>	<p>1. Use <u>Literature Your Way</u>, page 12, with any book students are currently reading independently.</p> <p>2. Give oral presentation clarifying steps in a set of instructions or procedures in sequence. (Possible topics for oral presentation:</p> <ul style="list-style-type: none"> <li>- making a peanut butter sandwich</li> <li>- diapering a baby</li> <li>- getting dressed</li> <li>- making your bed, etc.</li> </ul> <p>3. Scientific Method</p>	<p>1. <u>Literature your Way</u> – pg. 12 Appendix 12</p> <p>3. Science textbook or lab sheets</p>	<ul style="list-style-type: none"> <li>• Completed page 12 in Literature Your Way</li> <li>• Oral presentation</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Reading Applications: Informational, Technical and Persuasive Text</b>			
<b>Proficiency Test Alignment: Analyze the text, examining, for example, author’s use of comparison and contrast, cause and effect, or fact and opinion</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Analyze the difference between fact and opinion.	1. Look up definitions of fact & opinion in the dictionary. Post definitions. 2. Read text. 3. As students read, have them list examples of fact and opinion on post-it notes. Post examples on chart paper. 4. Discuss examples and give reasons why they chose fact or opinion. 5. <u>Blast Off!</u> , pgs. 57-62. 6. <u>Writers Express Program Guide</u> , page 303. 7. Read page 203 in <u>Reader’s Handbook</u>	1. Dictionary 2. “Time for Kids” or other publication 5. <u>Blast Off on Ohio Reading – Grade 5</u> pgs. 57-62 6. <u>Writers Express Program Guide</u> Pg. 303 7. <u>Reader’s Handbook</u>	<ul style="list-style-type: none"> <li>• Give students short text to read. Students will write a response giving different examples of fact or opinion, citing reasons.</li> <li>• <u>Blast Off</u>, pg. 62-64</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Reading Applications: Informational, Technical and Persuasive Text</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
8. Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader.	1. Mini-lesson – discuss relevant & irrelevant. Add definitions to the student dictionary. Have students read page 62, “The Secret Soldier” in <u>Reading &amp; Writing Skill Builders</u> . Have them do page 63 listing the relevant facts from the article.	1. <u>Reading &amp; Writing Skill Builders</u> , pgs. 62-63 Appendix 13  2. <u>Guiding Readers/Writers</u> , pg. 354, Teaching for Information – Gathering Strategies (Teacher Resource)	<ul style="list-style-type: none"> <li>• <u>Reading &amp; Writing Skill Builders</u>, pg. 63</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Reading Applications: Informational, Technical and Persuasive Text</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
9. Identify and understand an author’s purpose for writing, including to explain, to entertain or to inform.	<p>1. Mini-lesson – using pages 102-109 in <u>Blast Off on Ohio Reading</u>. Read through pages together in class. Answer sample questions together.</p> <p>2. Have students read “<u>Help! I’m Drowning</u>” and answer questions independently.</p> <p>3. Read pages 158-161 in <u>Reader’s Handbook</u></p>	<p>1. <u>Blast Off on Ohio Reading</u>, pgs. 102-115</p> <p>3. <u>Reader’s Handbook</u></p>	<ul style="list-style-type: none"> <li>• <u>Blast Off on Ohio Reading</u>, pages 112-115</li> </ul>

Language Arts: Grade Five

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Reading Applications: Literary Text</b>			
<b>Proficiency Test Alignment: Analyze aspects of the text, examining, for example, characters, setting, plot, problem/solution, point of view or theme.</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Explain how a character’s thoughts, words and actions reveal his or her motivations.	<p>1. Together, with students, complete a character web giving words, character uses, character’s actions, feeling, how others respond and physically describing the character. Use Appendix 17 &amp; 18 (Character Web &amp; Character Comparison), <u>Guiding Readers/Writers</u>.</p> <p>2. After reading 2 short texts, have students complete a “Character Outline” about a character of their choice. <u>Teaching Literacy Elements</u>, Pgs. 11-27.</p> <p>3. Have students compare and contrast two characters from the short texts read.</p> <p>4. Read page 271 in <u>Reader’s Handbook</u></p>	<p>1. <u>Guiding Readers/Writers</u>, Appendix 17 - 23</p> <p>2. <u>Teaching Literacy Elements</u>, Pgs. 11-27 Appendix 14</p> <p>4. <u>Reader’s Handbook</u></p>	<ul style="list-style-type: none"> <li>• Character outline</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Reading Applications: Literary Text</b>			
<b>Proficiency Test Alignment: Analyze aspects of the text, examining, for example, characters, setting, plot, problem/solution, point of view or theme</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Explain the influence of setting on the selection.	1. Guided reading groups. 2. Individual student conference. 3. Explain to students that setting is the time and place in which story events happen. Create a setting web (see pg. 30, <u>Teaching Literary Elements</u> ), to organize students' recollections of places and times in which stories they're familiar with take place. 4. Read pages 251-252 in <u>Reader's Handbook</u>	1. <u>Guiding Readers/Writers</u> 3. <u>Teaching Literary Elements</u> , pgs. 29-45 Appendix 15 4. <u>Reader's Handbook</u>	<ul style="list-style-type: none"> <li>• Reader's notebook</li> <li>• Completed setting web</li> </ul>

## Language Arts: Grade Five

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Reading Applications: Literary Text</b>			
<b>Proficiency Test Alignment: Analyze aspects of the text, examining, for example, characters, setting, plot, problem/solution, point of view or theme</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>3. Identify the main incidents of a plot sequence and explain how they influence future action.</p>	<p>1. <u>Writers Express Student Handbook</u>, pgs. 276-278. Use sample plot line on page 276 to show students how to “Keep track of a story”.</p> <p>2. Have students complete “Plot It Out”, pg. 296, <u>Writer’s Express Program Guide</u> with the current read aloud book.</p> <p>3. <u>Blast Off!</u>, pgs. 16-29.</p> <p>4. <u>Internet Activities for Language Arts</u>, Writing Plot summaries, pg. 49.</p> <p>5. Read pages 260-266 in <u>Reader’s Handbook</u></p>	<p>1. <u>Writers Express Student Handbook</u>, pgs. 276-278</p> <p>2. <u>Writers Express Teacher’s Guide</u>, pgs. 119-120, &amp; 196                  2.1 <u>Writers Express Program guide</u>, pg. 296                  2.2 <u>Guiding Readers/Writers</u></p> <p>3. <u>Blast Off! 5 on Ohio Reading</u></p> <p>4. <u>Internet Activities for Language Arts (Challenging) Appendix 16</u></p> <p>5. <u>Reader’s Handbook</u></p> <p>6. <u>Exploring Literary Elements (mailbox)</u> pgs. 15-26.</p>	<ul style="list-style-type: none"> <li>• Reader’s notebook</li> <li>• Completed “Plot It Out”, <u>Writers Express Program</u>, pg. 296</li> </ul>

Language Arts: Grade Five

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Reading Applications: Literary Text</b>			
<b>Proficiency Test Alignment: Analyze aspects of the text, examining, for example, characters, setting, plot, problem/solution, point of view or theme</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Identify the speaker and explain how point of view affects the text.	<p>1. Read one of the “another Point of View” books. Discuss different points of view.</p> <p>2. Go over pages 67-70 in <u>Teaching Literary Elements</u>.</p> <p>3. Read page 291 in <u>Reader’s Handbook</u></p>	<p>1. <u>Writers Express</u> student handbook, pg. 278</p> <p>1.1 “Another Point of View” series, Steck Vaughn, (Ex: “Goldilocks and the Three Bears” and “Bears Should Share”)</p> <p>1.2 <u>Guiding Readers/Writers</u></p> <p>1.3 “The True Story of The Three Little Pigs” and The Three Little Pigs”</p> <p>2. <u>Teaching Literary Elements</u> Appendix 17</p> <p>3. <u>Reader’s Handbook</u></p> <p>4. <u>Exploring Literary Elements</u> (mailbox) pgs. 48-55.</p>	<ul style="list-style-type: none"> <li>• Reader’s Notebook * Have students identify the speaker and explain how the point of view affects the text in the book students are reading independently</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Reading Applications: Literary Text</b>			
<b>Proficiency Test Alignment: Analyze aspects of the text, examining, for example, characters, setting, plot, problem/solution, point of view or theme</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Summarize stated and implied themes.	1. Add definition (theme) to student dictionary.  2. Complete pages 79-80 in <u>Teaching Literary Elements</u> .  3. Complete pages 7-15 in <u>Blast Off!</u>          8. Read pages 267-274 & 536-537 in <u>Reader's Handbook</u>  9. Use lessons on pages 4, 8, and 12.	2. <u>Teaching Literary Elements</u> , pgs. 79-80 Appendix 18  3. <u>Blast Off! 5 on Ohio Reading</u> , pgs. 7-15  4. <u>Literature Your Way</u> , pg. 11 Appendix 18  5. <u>Writers Express Student Handbook</u> , pgs. 131, 278  6. <u>Writers Express Teachers Guide</u> , pgs. 119,196  7. <u>Guiding Readers/Writers</u> , pgs. 397, 405  8. <u>Reader's Handbook</u>  9. <u>Exploring Literary Elements</u> – pgs. 3-14 (mailbox)	<ul style="list-style-type: none"> <li>• Reader's Notebook</li> <li>• <u>Literature Your Way</u>, pg. 11 (Students will use book they are currently reading independently)</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Reading Applications: Literary Text</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Describe the defining characteristics of literary forms and genres, including poetry, drama, chapter books, biographies, fiction and non-fiction.	1. Discuss different types of genre. Add definitions to student dictionary.  2. Students list genre in Reader's Notebook Reading List.  3. Use <u>Teaching Genre</u> for poetry, biography, autobiography, fiction. *Possible Activity – Teaching Genre (Biography). Students create a biography doll after completing research.	1. <u>Writers Express Student Handbook</u> , pg. 279  2. <u>Guiding Readers/Writers</u> , pgs. 390-409  3. <u>Teaching Genre</u> by Tara McCarthy (Scholastic)	<ul style="list-style-type: none"> <li>• Reader's Notebook Reading List</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Reading Applications: Literary Text</b>			
<b>Proficiency Test Alignment: Critique and/or evaluate aspects of the text.</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Interpret how an author’s choice of words appeals to the senses and suggests mood.	<p>1. Guided Reading Groups/Individual Conferencing. Possible questions:            What do you predict will happen in this piece?            Can you show me a place in the text you found yourself making an inference?            Can you tell me what the piece is about in just a few sentences?            Compare your predictions at the beginning to the actual ending of the story.</p> <p>2. “Building Meaning One Word at a Time” activity (the Gist statement is a sentence made up of words from each box to give the meaning of the text).            Appendix 19</p>	1. <u>Guiding Readers/Writers</u>	<ul style="list-style-type: none"> <li>• Reader’s Notebook</li> <li>• Teacher observation from Guided Reading Groups/Conferences</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Reading Applications: Literary Text</b>			
<b>Proficiency Test Alignment: Critique and/or evaluate aspects of the text.</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
8. Identify and explain the use of figurative language in literary words, including idioms, similes, hyperboles, metaphors and personification.	<p>1. Use pages 125-127 in <u>Writers Express Student Handbook</u> as resource for examples and definitions.</p> <p>2. Add definitions to student dictionary (idiom, simile, hyperbole, metaphor, personification).</p> <p>3. Use trade books/stories to identify figurative language.</p>	<p>1. <u>Writers Express Student Handbook</u>, pgs. 125, 126, 127, 241, 245, &amp; 289</p> <p>2. <u>Writers Express Program Guide</u>, personification, pg. 130</p> <p>3. <u>Teaching Literary Elements</u>, metaphor, pgs. 77-78 Appendix 20</p> <p>4. <u>Literature Your Way</u>, Pg. 14 Appendix 20</p>	<ul style="list-style-type: none"> <li>• <u>Literature Your Way</u>, pg. 14</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Writing Processes</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	1. Write daily in a “Writer’s Notebook” or “Journal”.  2. Students may bring in printed materials to post in notebook.  3. First 4-pages should be left for students to keep a list of writing ideas.	1. <u>Guiding Readers/Writers</u> , Pgs. 58, 63, 72, 81-83, 419, 424, 427-428, 459 & 498	1. Teacher observation of notebook and list.

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**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Writing Processes</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Conduct background reading, interviews or surveys when appropriate.	<p>1. Mini-lessons on page 64 – <u>Writers Express Program Guide</u>.</p> <p>2. Use page 65 as a pre-writing activity in <u>Writers Express Program Guide</u>.</p> <p>3. Students will complete a gathering grid, page 195 in <u>Writers Express Student Handbook</u>.</p> <p>4. Use page 15, <u>Love to Write!</u> as a pre-writing activity.</p>	<p>2. <u>Writers Express Program Guide</u>, pgs. 64, 65 &amp; 242</p> <p>3. <u>Writers Express Student Handbook</u>, pgs. 46, 159 &amp; 195</p> <p>4. <u>Love to Write!</u>, pg. 15 Appendix 21</p>	<ul style="list-style-type: none"> <li>• Student writing samples</li> <li>• <u>Writers Express Student Handbook</u>, Gathering Grid, pg. 195</li> </ul>

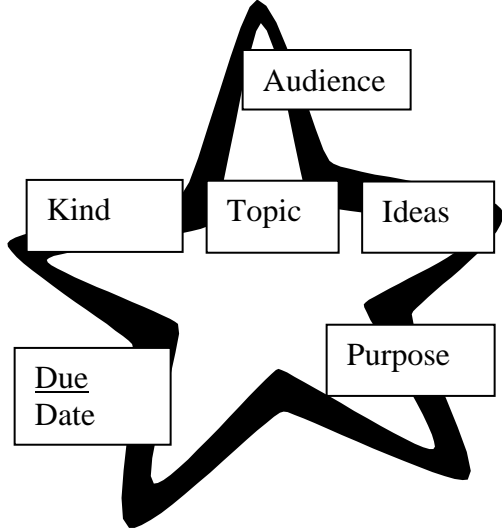
**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Writing Processes</b>			
<b>Proficiency Test Alignment: Communicate clarity of expression.</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. State and develop a clear main idea for writing.	<p>1. Mini-lesson: explain to students that a topic sentence tells the reader what the paragraph is about. A good topic sentence does two things: (a) it names the subject, and (b) it gives the focus or main point.</p> <p>2. Complete page 94 in <u>Writers Express Program Guide</u>.</p>	<p>1. <u>Guiding Readers/Writers 7 Writers Express Students Handbook</u> – Pg. 77</p> <p>2. <u>Writers Express Program Guide</u>, pg. 94</p>	<ul style="list-style-type: none"> <li>• Student writing samples (portfolio)</li> </ul>

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Course of Study

<b>Content Standard: Writing Processes</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Determine a purpose and audience.	<p>1. Mini-lesson: discuss prewriting strategies. Students should ask themselves the following questions:</p> <ul style="list-style-type: none"> <li>(a) Where do I get my ideas?</li> <li>(b) Who is my audience?</li> <li>(c) What is the purpose of my writing?</li> <li>(d) What kind of writing will I use?</li> </ul> <p>2. Complete graphic organizer with the above mentioned questions. Example:</p> 	<p>1. <u>Writers Express Student Handbook</u>, pg. 82</p> <p>2. <u>Writers Express Student Handbook</u>, pg. 334</p>	<p>(1) Student writing samples (portfolio).</p> <p>(2) Completed graphic organizer.</p>

## Language Arts: Grade Five

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Writing Processes</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.</p>	<p>1. Mini-lesson – Use page 13 of <u>Writers Express Student Handbook</u> to introduce types of organizational strategies.</p> <p>2. Choose a topic and model a sample strategy together.</p> <p>3. Use “Power Writing” technique to teach students how to write an organized, logical paragraph. Use House reproducible as an organizer. Appendix 22</p> <p>4. Use pages 135-136 in <u>Writers Express Teachers Guide</u></p>	<p>1. <u>Writers Express Student Handbook</u>, pgs. 13, 45,, 273, 333-336</p> <p>4. <u>Writers Express Teachers Guide</u>, pgs. 135-136</p> <p>5. <u>Guiding Readers/Writers</u></p>	<ul style="list-style-type: none"> <li>• Completed student writing samples</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Writing Processes</b>			
<b>Proficiency Test Alignment: Exhibit a logical organizational pattern that demonstrates flow and conveys a sense of completeness.</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Organize writing, beginning with and introduction, body and resolution of plot, followed by a closing statement or a summary of important ideas and details.	1. Use “Power Writing” technique to teach students how to write an organized logical paragraph/story. Use house reproducible as a possible organizational strategy. Appendix 22	1. <u>Guiding Readers/Writers Grades 3-6.</u>	1. Completed student writing samples

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**Adams County/Ohio Valley  
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<b>Content Standard: Writing Processes</b>			
<b>Proficiency Test Alignment: Include sentences of variety and structures. Use complete sentences where purposeful phrases are desirable.</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Vary simple, compound and complex sentence structures.	<p>1. Mini-lesson – use page 415 in <u>Writers Express Student Handbook</u> to teach the three (3) types of sentences.</p> <p>2. Complete page 421 in <u>Writers Express Program Guide</u>.</p> <p>3. Use pages 81-82 and 92-94 in <u>Writers Express Skills Book</u>.</p> <p>4. Use pages 116-117 <u>Jumbo Book of Writing Lessons</u>. Use lesson plan on pg. 116.</p>	<p>1. <u>Writers Express Student Handbook</u>, pg. 415</p> <p>2. <u>Writers Express Program Guide</u>, pgs. 421-422</p> <p>3. <u>Writers Express Skills Book</u>, pgs. 81-82 &amp; 92-94</p> <p>4. Complete pg. 117 How to Expand Sentences from <u>Jumbo Book of Writing Lessons</u>.</p>	<ul style="list-style-type: none"> <li>• Student writing samples</li> <li>• <u>Writers Express Program Guide</u>, pg. 422</li> <li>• Page 123 <u>Jumbo Book of Writing Lessons</u></li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Writing Processes</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraph.	<p>1. Use “Power Writing” technique to teach students how to group related ideas into logical paragraphs. Appendix 22</p> <p>2. Use pages 82-85 in <u>Writers Express student handbook</u> as a reference to paragraph writing.</p> <p>3. <u>Writers Express Program Guide</u>, page 92.</p> <p>4. Mini-lesson – page 230, <u>Writers Express Teachers Guide</u>. (Details, Details)</p>	<p>1. <u>Guiding Readers/Writers</u></p> <p>2. <u>Writers Express Student Handbook</u>, pg. 82-85</p> <p>3. <u>Writers Express Program Guide</u></p> <p>4. <u>Writers Express Teachers Guide</u>, pgs. 57-58 &amp; 230</p>	<ul style="list-style-type: none"> <li>• Student writing samples</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Writing Processes</b>			
<b>Proficiency Test Alignment: Exhibit word choice appropriate to the subject, the purpose and intended audience.</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
9. Vary language and style as appropriate to audience and purpose.	<p>1. Have your students write three sets of recipe directions for the same recipe:</p> <ul style="list-style-type: none"> <li>- one set of directions for a small child</li> <li>- one for an alien from another planet</li> <li>- and one for a classmate.</li> </ul> <p>Do this activity in small groups and then share directions. Discuss how the voice varies depending on the audience.</p>	1. <u>Writers Express Teachers Guide</u> , pg. 167	<ul style="list-style-type: none"> <li>• Student writing samples</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Writing Processes</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
10. Use available technology to compose text.	1. Mini-lesson: show students how to use different types of technology to publish writing.  2. Explain how to import/export pictures, spacing after punctuation, saving to a floppy disc, etc.  3. Have students generate a writing assignment using technology to publish.	1. Student Writing Center, Microsoft Works, Microsoft Word, Print Artist, etc.	<ul style="list-style-type: none"> <li>Completed student work sample (portfolio)</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Writing Processes</b>			
<b>Proficiency Test Alignment: Communicate clarity of expression.</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
11. Reread and assess writing for clarity, using a variety of methods (e.g., writer’s circle or author’s chair).	<p>1. Writer’s Chair – Students read aloud their current writing project. Students will generate questions &amp; comments pertaining to the writing sample.</p> <p>2. Student author may revise/rewrite sample using suggestions given.</p> <p>3. Students will use a writer’s checklist to assess writing for clarity, <u>Writers Express Program Guide</u>, pg.</p>	<p>1. <u>Guiding Readers/Writers</u>, pgs. 58-59</p> <p>3. <u>Writers Express Program Guide</u>, pg. 46</p>	<ul style="list-style-type: none"> <li>• Teacher observation of student participation.</li> </ul>

Language Arts: Grade Five

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Writing Processes</b>			
<b>Proficiency Test Alignment: Focus on the topic with supporting ideas or examples. Communicate clarity of expression.</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.	1. Mini-lesson – explain using a writing checklist when editing writing samples. See sample lesson plan page 84 in the Writers Express Program.	1. <u>Writers Express Program Guide</u> , pg. 84 *Checklist – pgs. 81-86  2. <u>Guiding Readers/Writers</u>  3. <u>Writers Express Teachers Guide</u> , pgs. 192 & 194	<ul style="list-style-type: none"> <li>• Student writing samples</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Writing Processes</b>			
<b>Proficiency Test Alignment: Communicate clarity of expression.</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.	1. Go over pages 84-85 in <u>Writers Express Student Handbook</u> .  2. Use writing checklist when revising & editing.	1. <u>Writers Express Student Handbook</u> , pgs. 84-85  2. <u>Writers Express Program Guide</u> , checklists – pgs. 81 & 86	<ul style="list-style-type: none"> <li>• Student writing samples</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Writing Processes</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary..	<p>1. Challenge students to find alternatives to over-used words. Assign students in small groups to come up with a list of alternatives to a word such as “said” or “nice”. Give students a specific time limit and then have them share the words they have chosen as alternatives.</p> <p>2. Make posters of alternative words to keep the choices visible to the students.</p>	<p>1. <u>Writers Express Student Handbook</u>, pgs. 84-85</p> <p>2. <u>Writers Express Teachers Guide</u>, pg. 167</p> <p>3. <u>Guiding Readers/Writers</u></p>	<ul style="list-style-type: none"> <li>• Student writing samples</li> </ul>

## Language Arts: Grade Five

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Writing Processes</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<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>1. Practice editing skills with pages from the <u>Writers Express Skills Book</u>. Students may work on these activities individually, in small groups, or as a class.</p> <p>2. Have students bring in any error examples they find at home, from newspapers, business letters, instructions, etc.</p> <p>3. Use <u>Daily Oral Language</u>.</p>	<p>1. <u>Writers Express Skills Book</u>, pgs. 3-193</p> <p>2. <u>Writers Express Program Guide</u>, pgs. 3-193</p> <p>*Checklists, pgs. 81 &amp; 86</p> <p>3. <u>Daily Oral Language</u></p>	<ul style="list-style-type: none"> <li>• Student writing samples</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Writing Processes</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	1. Use pages 606-610 in <u>Writers Express Program Guide</u> .  2. Have students read writing samples and complete checklists & rubrics.	1. <u>Writers Express Program Guide</u> , checklists, pgs. 81 & 86, rubrics, pgs. 572-610  2. <u>Writers Express Teachers Guide</u> , checklists, pgs. 192 & 194, rubrics, pgs. 184-188	<ul style="list-style-type: none"> <li>Completed writing checklist and rubric sheets</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Writing Processes</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
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>1. Author’s Chair – students take turns sitting in a specially designated chair to share their complete writing pieces as authentic authors.</p> <p>2. Use pages 68-73 in <u>Writers Express Student Handbook</u> to go over various ways to publish student writing.</p> <p>3. <u>Writers Express Student Handbook</u>, pages 264-269, publishing online.</p> <p>4. Use pages 87-90 in <u>Writers Express Program Guide</u>.</p>	<p>1. <u>Guiding Readers/Writers</u></p> <p>2.&amp; 3. <u>Writers Express Student Handbook</u>, pgs. 68-73, 264-269</p> <p>4. <u>Writers Express Program Guide</u>, pgs. 87-90</p> <p>5. Print Artist</p> <p>6. Internet</p> <p>7. Student Writing Center</p>	<ul style="list-style-type: none"> <li>• Student writing samples</li> <li>• Author’s Chair presentation</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Writing Applications</b>			
<b>Proficiency Test Alignment: Focus on the topic with supporting ideas or examples.</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Write narratives with a consistent point of view, using sensory details and dialogue to develop characters and setting.	<p>1. Using the words “I’ll never forget the time...”, have students make a list of memories that complete that phrase. From their list, invite them to tell at least one story. Explain that stories like these can be the basis for writing narratives.</p> <p>2. Possible writing topics: autobiography, letters, fantasy tall tale.</p>	<p>1. <u>Writers Express Student Handbook</u>, pgs. 106-111</p> <p>2. <u>Writers Express Teachers Guide</u>, pgs. 65-66</p>	<ul style="list-style-type: none"> <li>• Student writing samples</li> </ul>

Language Arts: Grade Five

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Writing Applications</b>			
<b>Proficiency Test Alignment: Focus on the topic with supporting ideas or examples.</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Write responses to novels, stories and poems that organize an interpretation around several clear ideas, and justify the interpretations through the use of examples and specific textual evidence.	<p>1. Read the sample book review in <u>Writers Express Student handbook</u>, page 167. Write a “mini-review” of the last book or story you read. Write one sentence that answers each of these questions:</p> <ul style="list-style-type: none"> <li>- What is the story about?</li> <li>- What do I like about this story?</li> <li>- What is the story’s theme or message?</li> </ul> <p>2. Use pages 85-86 and 91-92 in <u>Writers Express Teachers Guide</u></p>	<p>1. <u>Writers Express Student Handbook</u>, pgs. 166-171 &amp; 185-187</p> <p>2. <u>Writers Express Teachers Guide</u>, pgs. 85-86 &amp; 91-92</p> <p>3. <u>Guiding Readers/Writers</u>, Appendix 13, 14 &amp; 16</p>	<ul style="list-style-type: none"> <li>• Readers Notebook – letter entry</li> <li>• <u>Writers Express Teachers Guide</u>, assessment rubric, pg. 189</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Writing Applications</b>			
<b>Proficiency Test Alignment: Focus on the topic with supporting ideas or examples.</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Write letters that state the purpose, make requests or give compliments and use business letter format.	1. Mini-lessons on page 178, <u>Writers Express Program Guide</u> .  2. Use page 179, <u>Writers Express Program Guide</u> as pre-writing activity. Use checklist on page 180 when assignment is completed.  3. Choose a chocolate company and write a business letter to ask any questions you or your classmates may have about a product.  4. Read book <u>Click, Clack, Moo Cows That Type</u> by Doreen Cronin to introduce letter writing.  5. Use pg. 164 <u>Jumbo Book of Writing Lessons</u> .	1. <u>Writers Express Student Handbook</u> , pgs. 176-183  2. <u>Writers Express Teachers Guide</u> , pgs. 89-90, 173 & 238  3. Literature Unit – <u>Charlie and the Chocolate Factory</u> Appendix 23  4. <u>Click, Clack, Moo Cows That Type</u> by Doreen Cronin  5. <u>Guiding Readers/Writers</u> 5. Use pgs. 165-169 <u>Jumbo Book of Writing Lessons</u>	<ul style="list-style-type: none"> <li>• Student writing samples</li> </ul>

## Language Arts: Grade Five

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Writing Applications</b>			
<b>Proficiency Test Alignment: Focus on the topic with supporting ideas or examples</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>4. Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast) and include facts, details and examples to illustrate important ideas.</p>	<p>1. Mini-lessons on page 98, <u>Writers Express Program Guide</u>.</p> <p>2. Use page 99, <u>Writers Express Program Guide</u> as pre-writing activity. Use checklist on page 102 when assignment is completed.</p> <p>3. Possible topics:</p> <ul style="list-style-type: none"> <li>- state reports</li> <li>- civil war battles/famous person research</li> <li>- famous immigrants</li> <li>- science fair project.</li> </ul>	<p>1 &amp; 2. <u>Writers Express Program Guide</u>, pgs. 97-102, 139, 576, 578, 588-591 &amp; 607</p> <p>4. <u>Writers Express Student Handbook</u>, pgs. 88-93</p> <p>5. <u>Writers Express Teachers Guide</u>, pgs. 59-60, 185 &amp; 231</p>	<ul style="list-style-type: none"> <li>• Student writing samples</li> <li>• <u>Writers Express Teachers Guide</u>, Assessment rubric, pg. 185</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Writing Applications</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Produce informal writings (e.g., journals, notes and poems) for various purposes.	<p>1. Students will write in a daily journal (Writer’s Notebook). Give students possible topics from <u>Daily Oral Language Workouts</u> or students any choose topic from “Ideas for Writer’s Notebooks”. Appendix 24</p> <p>2. Poetry Anthology – students will look through various poetry books and copy into a Poetry Anthology. Students will then begin writing their own poems and illustrating in their Poetry Anthology.</p>	<p>1. <u>Daily Language Workouts, Writers Express</u>, pgs. 115-156</p> <p>2. <u>Guiding Readers/Writers, Poetry Workshop</u>, pgs. 414-417</p>	<ul style="list-style-type: none"> <li>• Student writing samples (journal/writers notebook, poetry anthology, etc.)</li> <li>• Writer’s notebook, pgs. 58, 63, 81, 419, 424, &amp; 427-428</li> </ul>

## Language Arts: Grade Five

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Writing Conventions</b>			
<b>Proficiency Test Alignment: Demonstrate correct use of spelling of frequently used words and correct punctuation and capitalization.</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Spell high frequency words correctly.	<p>1. The Buddy Study Cycle, Pg. 34. Using teacher generated lists from topics covered, student writing and 500 high frequency words (Appendix 4). Day 1 – Pass out list. Day 2 – Look, say, cover, write, check – see page 34. Day 3 – Buddy check. Day 4 – Making connections. Day 5 – Buddy test.</p> <p>2. <u>Writers Express Program Guide</u>, Pgs. 270, 398, 402, 617, 618 &amp; 671.</p> <p>3. <u>Writers Express Teacher’s Guide</u>, Pgs. 221-222.</p> <p>4. Activities from <u>Open-Ended Spelling</u>.</p>	<p>1. <u>Guiding Readers/Writers</u>, Pg. 34</p> <p>2. <u>Writers Express Program Guide</u></p> <p>3. <u>Writers Express Teacher’s Guide</u></p> <p>4. <u>Open-Ended Spelling</u>, Remedia Publications Appendix 25</p>	<ul style="list-style-type: none"> <li>• Test (weekly)</li> <li>• Student writing samples.</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Writing Conventions</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>2. Spell contractions correctly.</p>	<p>1. Explain to students that contractions substitute an apostrophe for a letter or letters.</p> <p>2. Generate a list, together grouping contractions by verbs. Example: <u>am</u>      <u>are</u>               I'm     you're                                   We're</p> <p>3. Use <u>Daily Oral Language</u></p> <p>4. Add contractions to student word study book.</p> <p>5. <u>Writers Express Program Guide</u>, pgs. 367, 527.</p> <p>6. <u>Writers Express Teacher's Guide</u>, weekly spelling words for Grade 5, page 221.</p>	<p>1. <u>The NEW Reading Teacher's Book of Lists</u>, pg. 82 Appendix 26</p> <p>2. <u>Writers Express Student Handbook</u>, pg. 384</p> <p>3. <u>Daily Oral Language plus Level 5</u></p> <p>4. <u>Guiding Readers/Writers</u>, pg. 377</p> <p>5. <u>Writers Express Program Guide</u>, pgs. 367, 527</p> <p>6. <u>Writers Express Teacher's Guide</u>, pg. 221</p>	<ul style="list-style-type: none"> <li>• Student writing samples</li> <li>• Weekly spelling test</li> </ul>

## Language Arts: Grade Five

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Writing Conventions</b>			
<b>Proficiency Test Alignment: Demonstrate correct use of spelling of frequently used words and correct punctuation and capitalization.</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Spell roots, suffixes and prefixes correctly.	<p>1. The Buddy Study Cycle, <u>Guiding Readers/Writers</u>, pg. 34. Using teacher generated lists from topics covered, student writing and 500 high frequency words (Appendix 4).</p> <p>Day 1 – Pass out list. Day 2 – Look, say, cover, write, check-see page 34. Day 3 – Buddy Check Day 4 – Making Connections Day 5 – Buddy Test</p> <p>2. Use activities in <u>Open-Ended Spelling</u>.</p> <p>3. Use Spelling Words, pgs. 221-222 in <u>Writers Express Teacher’s Guide</u> Additional spelling activities, pg. 223.</p>	<p>1. <u>Guiding Readers/Writers</u>, pg. 34, appendix 4</p> <p>2. <u>Open-Ended Spelling</u> Remedia Publications Appendix 25</p> <p>3. <u>Writers Express Teacher’s Guide</u>, pgs. 221-223</p>	<ul style="list-style-type: none"> <li>• Test (weekly)</li> <li>• Student writing samples</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Writing Conventions</b>			
<b>Proficiency Test Alignment: Demonstrate correct use of spelling of frequently used words and correct punctuation and capitalization.</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Use commas, end marks, apostrophes and quotation marks correctly.	<p>1. Mini-lessons on commas, end marks, apostrophes and quotation marks. *Display examples of commas, end marks, apostrophes and quotation marks.</p> <p>2. Apostrophes – page 367 <u>Writer’s Express Program Guide</u></p> <p>3. Commas – pages 347-354 <u>Writers Express Program Guide</u> Pg. 355 - Comma Review Pg. 357 - Comma &amp; end of punctuation review.</p> <p>4. Quotation Marks – pages 371-376 <u>Writer’s Express Program Guide</u></p>	<p>1. <u>Daily Oral Language Plus, Level 5</u> 1.1 <u>Writer’s Express Student Handbook</u>, pgs. 377-388 1.2 <u>Writer’s Express Daily Language Workouts</u> 1.3 <u>The NEW Reading Teacher’s Book of Lists</u>, pgs. 206-207 Appendix 27</p> <p>2. <u>Writer’s Express Program Guide</u>, pgs. 347-355, 357, 367, 371-376</p>	<ul style="list-style-type: none"> <li>• Student writing samples</li> <li>• <u>Writer’s Express Program Guide</u>, pg. 381 (Punctuation Review 1)</li> <li>• <u>Writers Express Program Guide</u>, pgs. 613-614</li> </ul>

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**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Writing Conventions</b>			
<b>Proficiency Test Alignment: Demonstrate correct use of spelling of frequently used words and correct punctuation and capitalization.</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Use correct capitalization.	<p>1. Mini-lessons on capitalization, <u>Writer’s Express Student Handbook</u>, pgs. 389-392.</p> <p>2. <u>Writer’s Express Program Guide</u>, pgs. 385-388.</p>	<p>1. <u>Daily Oral Language Plus – Level 5</u></p> <p>1.1 <u>Writer’s Express Daily Language Workouts</u></p> <p>1.2 <u>The NEW Reading Teacher’s Book of Lists</u>, pg. 209 Appendix 28</p> <p>1.3 <u>Writer’s Express Student Handbook</u>, pgs. 389-392</p> <p>2. <u>Writer’s Express Program Guide</u>, pgs. 385-388</p>	<ul style="list-style-type: none"> <li>• Student writing samples (portfolio)</li> <li>• <u>Writer’s Express Program Guide</u>, pgs. 615-616</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Writing Conventions</b>			
<b>Proficiency Test Alignment: Demonstrate correct use of spelling of frequently used words and correct punctuation and capitalization.</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Use various parts of speech, such as nouns, pronouns and verbs (regular and irregular).	<p>1. Add definitions (noun, pronoun, verb) to student dictionary. Read <u>To Root to Toot, to Parachute, A Mink, a Fink, a Skating Rink.</u></p> <p>2. Noun mini-lesson – page 257 <u>Writers Express Teachers Guide.</u></p> <p>3. Pronoun mini-lesson – page 257 <u>Writers Express Teachers Guide.</u></p> <p>4. Verb mini-lesson page 258 <u>Writers Express Teachers Guide.</u></p>	<p>1. <u>To Root, to Toot, to Parachute</u> (What is a verb?) <u>A Mink, a Fink, a Skating Rink</u> (What is a noun?) by Brian P. Cleary</p> <p>1. <u>Writers Express Student Handbook</u>, pgs. 417-435</p> <p>2, 3 &amp; 4. <u>Writers Express Teachers Guide</u>, pgs. 256 - 258</p> <p>5. <u>Writer’s Express Skillsbook</u>, pgs 119-158</p> <p>6 <u>Writers Express Program Guide</u> (nouns-44, 85, 385-388, 459-470, 539, 545, 615, 616, 625-626, &amp; 636) (pronouns-122, 126, 471-482, 539, 540, 625, 626, &amp; 636) (verbs – 44,, 85, 131, 483-499, 627-630, 636, 637, 487 &amp; 488)</p>	<ul style="list-style-type: none"> <li>• <u>Writers Express Program Guide</u>, pgs. 459-493</li> </ul>

## Language Arts: Grade Five

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Writing Conventions</b>			
<b>Proficiency Test Alignment: Demonstrate correct use of spelling of frequently used words and correct punctuation and capitalization.</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Use prepositions and prepositional phrases.	1. Mini-lesson – <u>Writers Express Teachers Guide</u> , page 259.  2. Add definitions (preposition and prepositional phrase) to student dictionary.	1. <u>Writers Express Teachers Guide</u> , pg. 259  2. <u>Writers Express Program Guide</u> , pgs. 417-418, 509-512, & 542  3. <u>Writers Express Student Handbook</u> , pgs. 120, 414, 420, 434  4. <u>Writers Express Skillsbook</u> , pgs. 77, & 169-172	<ul style="list-style-type: none"> <li>• <u>Writers Express Program Guide</u>, \ pgs. 509-512</li> </ul>

## Language Arts: Grade Five

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Writing Conventions</b>			
<b>Proficiency Test Alignment: Demonstrate correct use of spelling of frequently used words and correct punctuation and capitalization.</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
8. Use adverbs.	1. Add definition (adverb) to student dictionary.  2. Adverb mini-lesson <u>Writers Express Teachers Guide</u> , pg. 258.	2. <u>Writers Express Teachers Guide</u> , pg. 258  3. <u>Writers Express Student Handbook</u> , pgs. 66, 119, & 432-433  4. <u>Writers Express Skillsbook</u> , pgs. 165-168  5. <u>Writers Express Program Guide</u> , pgs. 505-508, & 541	<ul style="list-style-type: none"> <li>• <u>Writers Express Program Guide</u>, pgs. 505-508</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Writing Conventions</b>			
<b>Proficiency Test Alignment: Demonstrate correct use of spelling of frequently used words and correct punctuation and capitalization.</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
9. Use objective and nominative case pronouns.	<p>1. Mini-lesson – go over the definition of objective and nominative case pronouns. Use page 423 in <u>Writers Express Student Handbook</u> as a reference.</p> <p>2. List examples on the board.</p>	<p>1. <u>Writers Express Student Handbook</u>, (object pronouns) pg. 423</p> <p>2. <u>Writers Express Skillsbook</u>, pg. 131</p> <p>3. <u>Writers Express Program Guide</u>, pgs. 471-472</p>	<ul style="list-style-type: none"> <li>• Student writing samples</li> <li>• <u>Writers Express Program Guide</u>, pgs. 471-472</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Writing Conventions</b>			
<b>Proficiency Test Alignment: Demonstrate correct use of spelling of frequently used words and correct punctuation and capitalization.</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
10. Use indefinite and relative pronouns.	1. Mini-lesson - relative pronouns, <u>Writers Express Program Guide</u> , pg. 124 (see Day 5).  2. <u>Writers Express Student Handbook</u> , pg. 424.	1. <u>Writers Express Program Guide</u> , pgs. 126, 439, 474-476, & 539  2. <u>Writers Express Student Handbook</u> , pg. 424  3. <u>Writers Express Skillsbook</u> , pg. 135	<ul style="list-style-type: none"> <li>• <u>Writers Express Program Guide</u>, pgs. 434, &amp; 475-476</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Writing Conventions</b>			
<b>Proficiency Test Alignment: Demonstrate correct use of spelling of frequently used words and correct punctuation and capitalization.</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
11. Use conjunctions and interjections..	<p>1. Mini-lesson – <u>Writers Express Teachers Guide</u>, Interjections, pg. 259.</p> <p>2. Mini-lesson – <u>Writers Express Teachers Guide</u> Conjunctions, pg. 259.</p>	<p>1 &amp; 2. <u>Writers Express Teachers Guide</u>, pg.</p> <p>3. <u>Writers Express Student Handbook</u>, pgs. 121, 380, 387, 433, &amp; 435</p> <p>4. <u>Writers Express Skillsbook</u>, pgs. 173-180 259</p> <p>5. <u>Writers Express Program Guide</u>, pgs. 126, 348, 437-438, &amp; 513-520</p>	<ul style="list-style-type: none"> <li>• <u>Writers Express Program Guide</u>, pgs. 513-520</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Communication: Oral and Visual</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).	<p>1. Mini-lesson – page 245 in <u>Writers Express Teachers Guide</u>.</p> <p>2. <u>Writers Express Program Guide</u>, lessons on Improving Listening Skills, pg. 290.</p>	<p>1 <u>Writers Express Teachers Guide</u>, 133, 134 &amp; 245</p> <p>2. <u>Writers Express Program Guide</u>, pgs. 289-292 &amp; 329</p> <p>3. <u>Writers Express Student Handbook</u>, pgs. 330, 331, &amp; 362</p>	<ul style="list-style-type: none"> <li>- Teacher observation</li> <li>- <u>Writers Express Program Guide</u> (“Listening Skills Practice”), pg. 292</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Communication: Oral and Visual</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Interpret the main idea and draw conclusions from oral presentations and visual media.	1. <u>Writers Express Program Guide</u> , pg. 292.  2. <u>Writers Express Student Handbook</u> , discuss main idea, pgs. 76-77, 130 & 272.	1. <u>Writers Express Program Guide</u> , pg. 292  2. <u>Writers Express Student Handbook</u> , pgs. 76-77, 130, & 272	<ul style="list-style-type: none"> <li>Completed page 292, <u>Writers Express Program Guide</u></li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Communication: Oral and Visual</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Identify the speaker’s purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).	1. Mini-lesson – use pages 312-313, in <u>Writers Express Student Handbook</u> to discuss different types of presentations (ex: informational, demonstrative, persuasive, etc.)	1. <u>Writers Express Student Handbook</u> , pgs. 312-313  2. <u>Guiding Readers/Writers</u> , pgs. 20-23 & 35-38	<ul style="list-style-type: none"> <li>• Individual student conference</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Communication: Oral and Visual</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Discuss how facts and opinions are used to shape the opinions of listeners and viewers.	1. Add definitions for (fact & opinion) to student dictionary.  2. <u>Writers Express Program Guide</u> , pgs. 104-107, teach students how to write a persuasive essay.  3. Have students use their persuasive essay to debate a topic. Discuss facts and opinions students used in debates.	1. <u>Writers Express Student Handbook</u> , pgs. 94-99, 347-349  2. <u>Writers Express Program Guide</u> , pgs. 104-107  3. <u>Guiding Readers/Writers</u>	<ul style="list-style-type: none"> <li>• Individual student conferences, <u>Guiding Readers/Writers</u>, Appendix 12</li> <li>• Persuasive essay/debates</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Communication: Oral and Visual</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	1. Mini-lesson – go over page 316 in <u>Writers Express Student Handbook</u> .  2. Discuss how to present oral presentations.  3. Model the speech on page 317 in <u>Writers Express Student Handbook</u> .	1. <u>Writers Express Student Handbook</u> , pg. 316	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student presentations</li> </ul>

Language Arts: Grade Five

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Communication: Oral and Visual</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas.	1. Mini-lesson, <u>Writers Express Student Handbook</u> , pg. 316. Discuss how to present oral presentations. Model the speech on page 37.	1. <u>Writers Express Student Handbook</u> , on pg. 316, practice your delivery and present your speech	<ul style="list-style-type: none"><li>• Teacher observation</li><li>• Student presentations</li></ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Communication: Oral and Visual</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>7. Adjust speaking content according to the needs of the situation, setting and audience.</p> <p>*Use with Content Standard, Communication: Oral &amp; Visual #6.</p>	<p>1. Mini-lesson, <u>Writers Express Student Handbook</u>, pg 316. Discuss how to present oral presentations. Model the speech on page 317.</p>	<p>1. <u>Writers Express Student Handbook</u>, pg. 316</p>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student presentations</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Communication: Oral and Visual</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>8. Deliver informational presentations (e.g., expository, research) that:</p> <ul style="list-style-type: none"> <li>a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;</li> <li>b. support the main idea with relevant facts, details, examples, quotations, statistics, stories and anecdotes;</li> <li>c. organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast);</li> <li>d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</li> <li>e. draw from several sources and identify</li> </ul>	<ul style="list-style-type: none"> <li>1. Mini-lesson, <u>Writers Express Teachers Guide</u>, pg. 231.</li> <li>2. <u>Writers Express Program Guide</u>, (Writing Expository Essays), pg. 98.</li> <li>3. <u>Writers Express program Guide</u>, (Writing a Classroom Report), pgs. 192-198.</li> <li>4. Have students give oral presentation, using visuals, on expository research report completed.</li> </ul>	<ul style="list-style-type: none"> <li>1. <u>Writers Express Teachers Guide</u>, pgs. 23, 59-60, 183, 185, &amp; 230-231</li> <li>2 &amp; 3. <u>Writers Express Program Guide</u>, pgs. 97-102, 139, 576, 578, 588-591, &amp; 607</li> <li>5. <u>Writers Express Student Handbook</u>, pgs. 88-93, 129, 177-180, 192, 203, 205-207, 312-315 &amp; 317</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Student presentations</li> <li>• Visual materials</li> <li>• Student writing samples</li> <li>• Assessment rubric – <u>Writers Express Teachers Guide</u>, pg. 185</li> </ul>

## Language Arts: Grade Five

### Adams County/Ohio Valley Course of Study

sources used.			
<b>Content Standard: Communication: Oral and Visual</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.	1. Mini-lesson, <u>Writers Express Teachers Guide</u> , pg. 232. 2. <u>Writers Express Program Guide (Descriptive Writing)</u> , pgs. 110. 3. <u>Writers Express Program Guide</u> – use prewriting sheets, pgs. 111-112. 4. Have students give oral presentation using information gathered from descriptive writing assignment.	1. <u>Writers Express Teachers Guide</u> , pgs. 23, 63-64, & 232 2 & 3 <u>Writers Express Program Guide</u> Pgs. 110-112 5. <u>Writers Express Student Handbook</u> , pgs. 17, 78, 101-105, 137, 151-155, 159, 166-171, 188-191, 239-253, & 323 .	<ul style="list-style-type: none"> <li>• Student presentation</li> <li>• Descriptive writing essay</li> </ul>

## Language Arts: Grade Five

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Communication: Oral and Visual</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>10. Deliver persuasive presentations that;</p> <ul style="list-style-type: none"> <li>a. establish a clear position;</li> <li>b. include relevant evidence to support a position and to address potential concerns of listeners; and</li> <li>c. follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution).</li> </ul>	<ul style="list-style-type: none"> <li>1. <u>Writers Express Program Guide</u>, pgs. 104-107 – teach how to write a persuasive essay.</li> <li>2. Have students use their persuasive essay to debate with another classmate.</li> </ul>	<ul style="list-style-type: none"> <li>1. <u>Writers Express Program Guide</u>, pgs. 104-107</li> <li>3. <u>Writers Express Student Handbook</u>, pgs. 94-99, &amp; 347-349</li> <li>4. <u>Guiding Readers/Writers</u></li> </ul>	<ul style="list-style-type: none"> <li>• Student presentations</li> <li>• <u>Writers Express Program Guide</u>, Assessment rubric, pg. 580 to assess written report</li> </ul>

## Language Arts: Grade Five

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Research</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.</p>	<p>1. Mini-lesson – writing a classroom report, page 239 from <u>Writers Express Teachers Guide</u>.</p> <p>2. Use mini-lessons on pages 192 and 196, <u>Writers Express Program Guide</u>.</p>	<p>1. <u>Writers Express Teachers Guide</u>, pgs. 95, 96, 183, 188, &amp; 239</p> <p>2. <u>Writers Express Program Guide</u>, pgs. 192-198</p> <p>3. <u>Writers Express Student Handbook</u>, pages 46 &amp; 192-195</p>	<ul style="list-style-type: none"> <li>• Student writing samples</li> <li>• Assessment rubric, <u>Writers Express Teachers Guide</u>, pg. 188</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Research</b>			
<b>Proficiency Test Alignment: Select information from a variety of resources to support ideas, concepts and interpretations.</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Locate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	<p>1. <u>Writers Express Student Handbook</u>, page 195, use a resource to list sources and gather information.</p> <p>2. Mini-lesson on using the Library, page 242, <u>Writers Express Teachers Guide</u>.</p> <p>3. Mini-lesson on using the Internet, page 242, <u>Writers Express Teachers Guide</u>.</p>	<p>1. <u>Writers Express Student Handbook</u>, pgs. 46, 192-195 &amp; 255-263</p> <p>2 &amp; 3. <u>Writers Express Teachers Guide</u>, pgs. 115-118, &amp; 242</p> <p>4. <u>Writers Express Program Guide</u>, pgs. 249-256, 327 &amp; 656</p>	<ul style="list-style-type: none"> <li>• Student writing samples (Bibliography/Gathering Grid)</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Research</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers).	1. Mini-lesson – use page 13 of <u>Writers Express Student Handbook</u> to introduce types of organizational strategies.  2. Choose a topic and model a sample strategy together.	1. <u>Writers Express Student Handbook</u> , pgs. 13, 45, 197, 273, & 333-336  3. <u>Writers Express Teachers Guide</u> , pgs. 135-136  4. <u>Guiding Readers/Writers</u>	<ul style="list-style-type: none"> <li>Completed graphic organizers</li> </ul>

## Language Arts: Grade Five

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Research</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>4. Compare and contrast important findings and select sources to support central ideas, concepts and themes.</p>	<p>1. Use page 335 in the <u>Writers Express Student Handbook</u>.</p> <p>2. Model a Venn diagram on the board using sample topics to compare and contrast findings.</p> <p>3. Have students select sources (library, internet, encyclopedias, etc.) to support their findings.</p> <p>4. Complete pages 47-50, <u>Love to Write!</u></p>	<p>1. <u>Writers Express Student Handbook</u>, pgs. 92, 335</p> <p>4. <u>“Love to Write!”</u>, pgs. 47-50 Appendix 29</p> <p>5. <u>Writers Express Program Guide</u>, pg. 676</p>	<ul style="list-style-type: none"> <li>• Venn diagram, pg. 676, <u>Writers Express Program Guide</u>.</li> <li>• Student writing samples</li> </ul>

**Language Arts: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Research</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Define plagiarism and acknowledge sources of information.	1. Add definition (plagiarism) to student dictionary.  2. Go over page 201 in <u>Writers Express Student Handbook</u> .  3. Do sample bibliographies on the board from sources in the room.	2. <u>Writers Express Student Handbook</u> , pgs. 201, 203, & 262  4. <u>Writers Express Program Guide</u> , pgs. 681-688	<ul style="list-style-type: none"> <li>• Student completed bibliography</li> </ul>

## Language Arts: Grade Five

### Adams County/Ohio Valley Course of Study

<b>Content Standard: Research</b>			
<b>Proficiency Test Alignment:</b>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>6. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.</p>	<p>1. Use pages 276-279 in <u>Writers Express Program Guide</u> to instruct students on oral communications (speeches).</p> <p>2. Lessons on Multimedia Computer Reports, page 200, <u>Writers Express Program Guide</u>. Use pages 201-202 to instruct students on multimedia reports.</p> <p>3. Lessons on written reports, page 192, <u>Writers Express Program Guide</u>. Use pages 193-198 to instruct students on written/visual reports.</p> <p>4. Science Fair Projects.</p>	<p>1, 2 &amp; 3. <u>Writers Express Program Guide</u>, pgs. 191-202, 244, 275-279, 329, 576, 581, 596-599, 609, &amp; 648</p> <p>5. <u>Writers Express Student Handbook</u>, pgs. 185-205 &amp; 311-317</p> <p>6. <u>Writers Express Teachers Guide</u>, pgs. 93-98, 127-128, 188, 238-239, &amp; 244</p> <p>7. <u>Guiding Readers/Writers</u>, pg. 436</p>	<ul style="list-style-type: none"> <li>• Assessment rubric on report writing, pg. 188, <u>Writers Express Teachers Guide</u>.</li> <li>• Student writing samples</li> <li>• Student reports (visual, oral, multimedia)</li> </ul>