

**ENGLISH LANGUAGE ARTS
KINDERGARTEN CURRICULUM
UNIT 1: PHONEMIC AWARENESS**

I. Knowledge/Content	Sound and Word Discrimination		
II. Skills	Word Differentiation: <ul style="list-style-type: none"> - distinguishes between sounds and whole words - identifies differences between words - distinguishes between sounds Recognizes and produces sounds that letters make		
III. Activities	Shared reading, chorale reading Poetry Charts Morning message Songs—alphabet song Play games	Centers, pocket charts Segmenting words Nonsense word reading Blending words Decoding words	Reading Detectives Letter object bag Letter collages Beginning and ending sound games Children letter books
IV: Resources	Big Books, classroom libraries Letter Sound Box by Jane Belk Moncure Dolch Word List	Class-made books Nursery rhymes	Fairy tales, poetry Lively Letters—Reading with TLC
V. Assessment	Observation Anecdotal records Written evaluation Informal white boards/chalkboards Oral evaluation School-wide ELA assessment		

I. Knowledge/Content	Rhyming		
II. Skills	Rhymes words. Discerns orthographic patterns.		
III. Activities	Recite nursery rhymes Sing songs Play rhyming games Shared reading Chorale reading Poetry, Charts Morning message	Pocket charts Rhyming Bingo Make word family houses Finishing songs Finishing rhymes—supply missing rhyming word Centers Chalkboards	White boards Segmenting words Nonsense word reading Blending words Decoding words Reading Detectives
IV: Resources	Big Books, Classroom libraries Wright books	Charts Poems	Library Songs
V. Assessment	Teacher observation/teacher-made tests Anecdotal records	School-wide ELA Assessment DIBELS	

I. Knowledge/Content	Blending		
II. Skills	Orally blends syllables or onset-rimes. Orally blends separate phonemes.		
III. Activities	Build words Read words Play games Charts Word pattern games	Poetry Pocket chart Shared Reading Chorale Reading Partner reading,	Segmenting words Nonsense word reading Blending words Decoding words Reading Detectives
IV: Resources	Poems Charts Book baskets	Classroom books Library books Lively Letters—TLC Reading	Poetry Songs
V. Assessment	Oral evaluation Reading	School-wide ELA Assessment Written evaluation	

I. Knowledge/Content	Segmenting		
II. Skills	Differentiates between words and letters. Identifies and isolates initial sounds in words. Identifies and isolates final sounds in words. Separates and isolates sounds in words. Identifies and isolates syllables. Counts number of words in a sentence.		
III. Activities	Shared reading Chorale reading Poetry Charts Partner reading Independent reading,	Morning message Songs—alphabet song Play games Centers, listening center Chalkboards Magnetic boards	White boards Pocket chart Nonsense word reading Reading Detective Working segmented word puzzles
IV: Resources	Poems, charts Book baskets Classroom books	Library books Lively Letters—TLC Reading	Poetry Songs
V. Assessment	Oral evaluation Observation Written evaluation	School-wide ELA Assessment Teacher-made word lists DIBELS	

**ENGLISH LANGUAGE ARTS
KINDERGARTEN CURRICULUM
UNIT 2: PHONEMIC AWARENESS**

I. Knowledge/Content	Awareness of Print		
II. Skills	Forms letters correctly Understands directionality of print Recognition of words and letters Writes using spaces between words Understands function of punctuation Uses cues from different sources (picture cues, context cues) Sequencing skills Recognizes connections between spoken and written language Locates front, back, title, name of author and illustrator		
III. Activities	Shared reading Chorale reading Poetry Charts Partner reading, Songs—alphabet song Independent reading Play games Read names Matching words Story writing	Math stories Poetry writing Trace letters Trace in different medias Journal writing Sentence writing Brainstorming Webbing Create lists Labeling Poetry	Chalkboard activities White board activities Different media formation Art Word wall Letter hunt Sequence pictures Listening center Centers Reading the room—using pointers to read room Morning message
IV: Resources	Big Books Wright books Teacher-made charts Classroom library School library		
V. Assessment	Teacher observation Writing evaluations Reading	Running records Center work School-wide ELA Assessment	

**ENGLISH LANGUAGE ARTS
KINDERGARTEN CURRICULUM
UNIT 3: READING AND LISTENING FOR COMPREHENSION**

I. Knowledge/Content	Applying Comprehension Strategies and Skills		
II. Skills	Recognizing beginning consonant letter-sound associations in one-syllable words Developing and writing sight words Reading simple patterned text and predicting texts using letter-sound knowledge and pictures to construct meaning Recognizing and understanding words, signs, and symbols seen in everyday life Identifying words in common categories such as color words, number words, and directional words Demonstrating a sense of story (beginning, middle, end, characters, details) Demonstrating familiarity with a variety of books and selections (picture books, caption books, short informal texts, nursery rhymes, puppets, plays, reenactments of familiar stories) Development of inquiry Retelling, reenacting, or dramatizing stories or parts of stories, including personal events Role-playing and acting out stories (fairy tales, songs, rhymes) Following simple oral instructions		
III. Activities	Read to students Independently read Chorale read, partner read Flash cards Nursery rhymes Manipulate letters to build words	Poetry Songs Puppets, puppet theater Plays Sequence pictures Library	Create lists Charts Read-Aloud books Dramatic play Recreating stories
IV: Resources	Classroom library School library Wright books Rigby books Dolch list		
V. Assessment	Reading logs Running records	Reading comprehension questions School-wide ELA Assessment	

**ENGLISH LANGUAGE ARTS
KINDERGARTEN CURRICULUM
UNIT 4: WRITING AND SPEAKING—STUDENTS COMMUNICATE THROUGH SPEECH AND WRITING**

I. Knowledge/Content	Developing Writing Strategies and Skills		
II. Skills	Forms letters correctly Writes using spaces between words to express own meaning Represents spoken language with phonetically accurate or conventional spelling Uses phonemic awareness and letter recognition to spell independently. Uses resources (word wall, signs) to enhance vocabulary Writes from left or right and from top to bottom Builds a repertoire of some conventionally spelled words Writes to express own meaning Names or label objects or places		
III. Activities	Trace letters Trace in different medias Journal writing, sentence writing Brainstorming, webbing Create lists Labeling, poetry	Chalkboard activities White board activities Different media formation Art Word wall	Reading the room Using spacer markers between words Wood pieces Work mats Letter hunt
IV: Resources	Handwriting Without Tears Lively Letters	Modeling by teacher with poems/charts	Word wall
V. Assessment	Writing samples	School-wide ELA Assessment	

I. Knowledge/Content	Speaking to Convey Information		
II. Skills	Use correct words to name objects or tell actions Clarify and sort words by general categories Use speaking skills to connect experiences by listening to and retelling stories, taking turns, expressing ideas, and asking questions Retell, reenact, or dramatize stories, or parts of stories, including personal events		
III. Activities	Interviewing people Pairing and sharing; partner reading/work Plays/performances	Dramatic play Recite poetry, recite rhymes	Games Sharing, Show and Tell
IV: Resources	Teacher-made plays		
V. Assessment	Observation Teacher-made worksheets Show and tell	Oral evaluation Performances Puppet center	

**ENGLISH LANGUAGE ARTS
KINDERGARTEN CURRICULUM
UNIT 5: CULTURAL AWARENESS**

I. Knowledge/Content	Language-Based Cultural Instruction
II. Skills	Listen to stories based on familiar themes and plots Demonstrate familiarity with stories and activities related to various ethnic groups and countries Relate characters and events to their own life experiences
III. Activities	Read, write, and or create art about: Thanksgiving, Jewish Holidays, Martin Luther King, Israel Independence Day, Folk Tales, and Presidents Day Perform in plays Show and tell Art activities Written expression
IV: Resources	Library books Internet resources
V. Assessment	Observation Teacher-made projects Art

**GRADE 1 ENGLISH LANGUAGE ARTS CURRICULUM
UNIT 1: LANGUAGE DEVELOPMENT (ONGOING UNIT)**

I. Knowledge/Content	Phonemic Awareness		
II. Skills	Identify phonemes Letter-sound correspondence Segmenting individual sounds Manipulating sounds within words Initial, medial and final sounds Phonetic strategies Long/short vowel sounds Digraphs Syllabication Rhyming Decoding Reading (silent/oral fluency)		
III. Activities	Centers Word ladders Making words Word family worksheets	Building words and writing words with letter tiles from picture cards Morning message for editing and introducing or reinforcing for specific skills to be learned or reviewed Pocket Chart with reusable sentence strips to reinforce skills Recognize names or classroom objects that are segmented by sound	Listening center Word sorts Word walls
IV: Resources	Guided Reading Alpha Kids Modern Curriculum Press Plaid Phonics Level A Class-generated word walls	Read Alouds Teacher-child selected home reading program	<u>Making Words</u> by Patricia Cunningham Primary Concepts word study
V. Assessment	Successful implementation of skills learned in reading Successful implementation of skills learned in writing Successful implementation of skills learned in speech Running records DIBELS Phonological awareness Reading fluency Word sorts		

**GRADE 1 ENGLISH LANGUAGE ARTS CURRICULUM
UNIT 2: WRITING**

I. Knowledge/Content	Ability to Communicate Through Print		
II. Skills	Inventive spelling Conventional spelling Appropriate use of upper/lower case letters Encoding Simple sentences	Punctuation Complex sentences Topic sentences Supporting details/alliteration Conclusions	Rhyming Seasonal poetry Editing Dictionary
III. Activities	Journal Writing with topics Free Writing (student chooses topic) Interactive writing	Morning message Poetry Writing	Poetry writing center with word tiles (Primary Concepts) Reusable sentence strips at pocket chart center
IV: Resources	Word banks (subject related) Word Walls (geared towards automaticity) Quick Word Dictionary	Writing Mini-Lessons Word Matters Interactive Writing	Primary concepts Zaner Bloser
V. Assessment	Reading journals Writing a story that tells who did what and where Rubrics	Writing samples School-wide ELA Assessment	

**GRADE 1 ENGLISH LANGUAGE ARTS CURRICULUM
UNIT 3: LITERATURE**

I. Knowledge/Content	Genres of Literature (fiction, non-fiction, folklore, poetry)		
II. Skills	Identifying story elements Predicting story events Identifying character traits Using pictures for clues Ability to recognize patterns in stories	Story sequence Vocabulary development Identifying underlying themes in story Modeling appropriate language Modeling reading with expression	Inflection and intonation Venn diagrams Understanding cause and effect Making inferences Understanding literal comprehension
III. Activities	Books on tape Rhythm	Graphic organizers Illustrating to reinforce knowledge of character traits	Demonstrating knowledge of cause and effect through discussion, illustration Writing beginning, middle, end of story
IV: Resources	Picture books Poetry anthology	Books related to abovementioned topics Assorted read-alouds	Graphic organizers
V. Assessment	Venn diagrams School-wide ELA assessments	Student's ability to retell stories and events DIBELS	

**GRADE 2 ENGLISH LANGUAGE ARTS CURRICULUM
UNIT 1: READING**

I. Knowledge/Content	Phonics (Review/Application)		
II. Skills	Long/short vowels Conventional spelling Accuracy Decoding		
III. Activities	Daily Review Morning Edit		
IV: Resources	<u>Letter Sound Box</u> (Jane Belk Mancure)		
V. Assessment	Spelling Journals	School-wide ELA Assessment Editing	
VI. Articulation/Thematic	Social studies Science Current events Holidays and celebrations Reading and interpreting word problems in math		

I. Knowledge/Content	Comprehension		
II. Skills	Fluency/accuracy Inference/literal Alliteration	Main idea Supporting details Sequencing	Predictions Context
III. Activities	Guided reading Partner reading Independent reading Choral reading		
IV: Resources	Basal Readers Trade Books Fiction/non-fiction	Comprehension skills series Classroom library	D.E.A.R. "Time for Kids"
V. Assessment	Teacher observation Partner reading Independent reading levels	Independent worksheets Oral fluency rates Book reports	Oral responses Sequencing/summation/retelling
VI. Articulation/Thematic	Social studies Science Current events Holidays and celebrations Reading and interpreting word problems in math		

**GRADE 2 ENGLISH LANGUAGE ARTS CURRICULUM
UNIT 2: WRITING**

I. Knowledge/Content	Grammar		
II. Skills	Spelling Punctuation Capitalization	Verb tense Descriptive words (adjectives/adverbs)	Complete sentences Variety of sentences
III. Activities	Journals (ELA, science) Handwriting Editing with partners Letter writing Read/response journals D.E.A.R.		
IV: Resources	Brainstorming Dictionary Mad Lips Morning message Whole group lessons		
V. Assessment	Daily edits Daily writing Oral/written responses	Spelling tests Homework School-wide ELA Assessment	

**GRADE 2 ENGLISH LANGUAGE ARTS CURRICULUM
UNIT 2: WRITING**

I. Knowledge/Content	Topic Development		
II. Skills	Paragraph Topic sentence Supporting details	Essay/story (more than one paragraph) Sequencing	Writing from alternating perspectives Character development
III. Activities	Shape Books Essay writing Flip books	Book reports Matching form/style of authors	Plays Poems
IV: Resources	Homework Daily edits	Guided reading Group discussion	Independent reading
V. Assessment	Book reports Self-editing	Essays Rubrics	School-wide ELA Assessment

**GRADE 3 ENGLISH LANGUAGE ARTS CURRICULUM
UNIT 1: READING FICTION/NON-FICTION**

I. Knowledge/Content	<p>Historical context: background of passengers on ship and how differences in class affected amount of survivors, compare/contrast price of tickets in 1912/2007 Transatlantic travel Cause/Effect: changing of regulations after sinking (ice patrol, radios, lifeboats per person) Discovery of remains of ship in 1987 (Dr. Robert Ballard)</p>
II. Skills	<p>Write a complete paragraph including topic sent, 3 supporting details, concluding sentences, including correct punctuation and grammar throughout unit to show understanding and recall of facts Graphing classes of passengers, cost of tickets, survivors per class Read for info and understanding Conduct an interview with passenger based on internet info.</p>
III. Activities	<p>Learning groups to research info, Interview Titanic passenger and write one pg. report, Reading groups based on reading and comprehension ability Construct a timeline of events leading up to disaster Read aloud to class <u>Polar the Titanic Bear</u> Show illustrations/photos in various books and discuss</p>
IV: Resources	<p>Fiction/non-fiction literature Videos, research websites Reading group novels – <u>Tonight on the Titanic, On Board the Titanic, Titanic Crossing</u></p>
V. Assessment	<p>Form rubric for paragraph Written test after completing novel</p> <p style="text-align: right;">Evidence of self-correcting School-wide ELA assessment</p>
VI. Articulation/Thematic	<p>Science facts about sinking and floating, international navigation rules, Ties to math skills of graphing, money, sequencing time from PM to AM, word problems related to Titanic facts, calculating how many passengers on each lifeboat and compare to maximum capacity, how many more could have been saved?</p>

**GRADE 3 ENGLISH LANGUAGE ARTS CURRICULUM
UNIT 2: READING BIOGRAPHIES**

I. Knowledge/Content	Historical context Cultural influence
II. Skills	Read biography of various artists and describe their style (cubism, impressionism, post impressionism), Write paragraph to review learning of each artist (including parts of speech noun/verb, complete sentences with correct punctuation and capitalization, proper indentation) Keep running chart to compare/contrast dates of life, where they lived, style, extra personal information, audience
III. Activities	Use different art media to imitate the style of each artist (watercolor, crayon resist, 3D Picasso)
IV: Resources	Biographies of artists (Picasso, Renoir, Monet, Van Gogh, Cassatt), videos, folios
V. Assessment	Field trip to MFA to view artwork and compare/contrast to artists and style in the past, written test of biographical info. on each artist and his/her style, paragraph writing
VI. Articulation/Thematic	Tied to units in Ms. Moore's art class

**GRADE 3 ENGLISH LANGUAGE ARTS CURRICULUM
UNIT 3: READING HISTORIOGRAPHY**

I. Knowledge/Content	Study various groups of immigrants and why they emigrated (Irish, German, Italian, Jews, Russian, etc) Study various historical events (war, famine, persecution, etc.) that led to immigration – what did U.S. have to offer? Ellis Island as point of entry Regulation, legislation, quota
II. Skills	Compare/contrast Fact finding Primary sources Paragraph writing Reading historical fiction novel based on ability/comprehension
III. Activities	Cooperative learning groups, simulate entering Ellis Island (students dress as immigrants, bring bundle of goods, answer medical questions) Book groups Independent/collaborative research
IV: Resources	Reading material, historical fiction/non-fiction Videos, charts, graphs
V. Assessment	Field trip to Lowell National Historic Site to summarize unit, view boarding house of immigrant workers, see factories, simulate immigrant lives Written book project after reading historical fiction book (become character in book) Book report based on <u>The Streets of Gold</u>
VI. Articulation/Thematic	Related to Social Studies (study regions of Europe where immigrants originated) Math – graphing and estimating numbers of immigrants per country and specific years Math related facts/ measurement of parts of Statue of Liberty

**GRADE 3 ENGLISH LANGUAGE ARTS CURRICULUM
UNIT 4: READING—RESEARCH**

I. Knowledge/Content	Research (American States)
II. Skills	<p>Generate questions to research for report including climate, population, diversity of inhabitants, resources, tourist sites, topography</p> <p>Read material from school library</p> <p>Visit public library to find books and research</p> <p>Highlight info. and take notes on notecards</p> <p>Write rough draft</p> <p>Write final report (including own map, cover, bibliography, one –two page report with separate paragraphs that include topic sent, supporting details, concluding sentence with proper grammar, spelling, capitalization, and punctuation)</p> <p>How to write a bibliography for a book, article, or website (including author’s name, title of book/article, date and place of publication)</p> <p>Draw a map of state including bordering states/rivers/oceans</p> <p>Create an additional project (poster, song, poem, recipe, diorama, etc) that ties into state researched</p> <p>Keep to specific deadlines to meet all report requirements (weekly check in with teacher)</p>
III. Activities	Highlight facts in class to demonstrate how to highlight and jot down notes on cards, read Time for Kids articles that relate to regions of U.S.
IV: Resources	Non-fiction books, internet, atlas, almanac, newspaper articles, travel brochures of various U.S. states
V. Assessment	Present written report and additional project to class, teacher observation as deadlines approach, teacher conference with each student to check in
VI. Articulation/Thematic	Review of map skills studied earlier in the year

**GRADE 3 ENGLISH LANGUAGE ARTS CURRICULUM
UNIT 5: READING POETRY**

I. Knowledge/Content	<p>Study various genres of poetry (rhyming/non-rhyming)</p> <p>Conduct monthly poetry recitals</p> <p>Study works/biography of Henry Wadsworth Longfellow</p>		
II. Skills	<p>Read biography of Longfellow</p> <p>Analyze various Longfellow poems</p>	<p>Write various kinds of poetry and assemble into My Poetry Book</p> <p>Analyze rhyme scheme patterns</p>	<p>Syllabication</p> <p>Grammar (follow poetry writing style, i.e. capitalize each line, phrases, use of punctuation to end/continue thoughts)</p>
III. Activities	Write poems (haiku, cinquain, acrostic, diamonte, clerihew, etc.), monthly poetry recitals		
IV: Resources	Poetry books, biography of Longfellow		
V. Assessment	Field trip to Longfellow House, Cambridge MA, write own poetry books (follow poetic rules for each poem including rhyme scheme, specific syllabication)		
VI. Articulation/Thematic	In reading about Longfellow, research what times were like in the 1700’s / Historical Context		

**GRADE 4 ENGLISH LANGUAGE ARTS CURRICULUM
UNIT 2: GRAMMAR**

I. Knowledge/Content	Formulation of grammatically correct sentences
II. Skills	<ul style="list-style-type: none"> Capitalization End punctuation marks Commas Quotation marks Parts of speech (noun, verb, adjective, adverb) Indentation Editing marks Proofreading and editing
III. Activities	<ul style="list-style-type: none"> Use of reference texts Use of worksheets Use of Wordly Wise series Relevant word games/activities in class Editing and proofreading students' own writing/peer writing
IV: Resources	<ul style="list-style-type: none"> Reference texts (including "Writer's Express", dictionary, thesaurus) Collected worksheets Wordly Wise series Relevant word games/activities Teacher-designed peer-editing form
V. Assessment	<ul style="list-style-type: none"> Teacher observation Student performance on in-class grammar assignments (including written or oral responses) Monthly book projects that demonstrate correct use of the skills learned Accurately editing peer writing Using correct grammar in written responses across subject areas School-wide ELA assessment
VI. Articulation/Thematic	<ul style="list-style-type: none"> Use of correct grammar in writing pertaining to science, social studies, music, art, etc. Comparing and contrasting grammar in English and Hebrew Comparing and contrasting our grammar with that of Native American tribes Noting the usage of grammar in our reading (particularly regarding other cultures)

**GRADE 4 ENGLISH LANGUAGE ARTS CURRICULUM
UNIT 3: VOCABULARY**

I. Knowledge/Content	<p>Correctly spell and use introduced vocabulary words in written and oral responses</p> <p>Adjust vocabulary words correctly according to usage (parts of speech)</p> <p>Demonstrate use of expanding vocabulary orally/written</p>
II. Skills	<p>Meaning and spelling of introduced vocabulary words</p> <p>Using vocabulary words as different parts of speech (noun, verb, adjective, adverb)</p> <p>Identifying synonyms/antonyms for introduced vocabulary words</p> <p>Thesaurus skills to improve writing</p>
III. Activities	<p>Weekly workbook exercises</p> <p>Weekly packets developed for students requiring support</p> <p>In-class word games (for review)</p> <p>Improved free writers</p>
IV: Resources	<p>Wordly Wise workbooks</p> <p>Weekly teacher-made assessments (leveled to ability)</p> <p>Reference materials (dictionary, thesaurus, websites)</p>
V. Assessment	<p>Student performance on workbook exercises</p> <p>Weekly in-class assessments (leveled to ability)</p> <p>Teacher observation of student responses during in-class review or word games</p> <p>Incorporation of previously learned vocabulary into speech/writing</p>
VI. Articulation/Thematic	<p>Incorporate Wordly Wise vocabulary into responses (written/oral) for science, music, art, etc.</p> <p>Explore the roots of vocabulary words in other languages</p>

**GRADE 4 ENGLISH LANGUAGE ARTS CURRICULUM
UNIT 4: WRITING**

I. Knowledge/Content	Formulation of grammatically correct paragraphs that include a topic sentence and supporting details Formulation of grammatically correct essays that include an introduction, body, and concluding paragraph Formulation of an expository essay that includes information gathered from various sources Use of rich language, including bold describing words and active verbs	
II. Skills	Use of an outline Note-taking Topic sentences, supporting details, concluding sentences Introductory paragraph, body, and concluding paragraph Proofreading and editing	
III. Activities	Use of free writers Writing a fictional narrative to be published in the class' creative writing anthology Writing essays for monthly Book Projects Use of relevant worksheets In-class note-taking practice Research conducted in the school library and on the laptop lab Editing and proofreading students' own writing/peer writing	
IV: Resources	Teacher-designed outline, note-taking form, and peer-editing form Collected worksheets Samples of excellent writing through literature Research materials (classroom and school libraries, laptop lab)	
V. Assessment	Teacher observation Monthly book projects that demonstrate correct use of the skills learned Formulating well-organized essays across subject areas	Student performance on in-class writing assignments Accurately editing peer writing School-wide ELA Assessment
VI. Articulation/Thematic	Writing essays pertaining to topics in science, social studies, music, art, etc. Writing monthly Book Projects focusing on different types of writing (expository, persuasive, fiction, etc.) Writing a fairy tale with First Grade Reading Partner	

GRADE 5 ENGLISH LANGUAGE ARTS CURRICULUM
UNIT 1: VOCABULARY DEVELOPMENT AND GRAMMAR

By fifth grade, our students are very comfortable reading for information, both independently and in class. They also select age appropriate books to read for book projects and independent reading. They should be able to communicate their thoughts fluently both orally and in writing. Our program places heavy emphasis on reading and writing (with other skills being learned primarily through these two areas), critical thinking and integration with other curricular areas. Because there is more social studies in fifth grade, there is less time devoted exclusively to language arts.

I. Knowledge/Content	Learn and develop vocabulary skills through <i>Wordly Wise</i> curriculum Acquire new words; identify strategies that help students identify unfamiliar words as they read Improve and develop grammar skills
II. Skills	Learn the correct spelling and definition of words (especially multiple meanings) Prefixes, suffixes, and Greek/Latin roots—tools to help discover a word’s meaning Use context clues to learn what a word means Practice spelling and usage of commonly confused words (such as there/ their, accept/ except) Editing skills Capitalization—sentence starts, proper nouns Punctuation—sentence endings, use of commas, apostrophes, semi-colons, colons, quotation marks Organization of writing—descriptive phrases, transition words Paragraph/ Sentence structure—combining sentences correctly
III. Activities	Practice activities (written, oral) Use vocabulary words in a variety of writing assignments (fiction, advertisement, current events and content areas) Review and introduce concepts especially as they occur in student writing Look at student and “professional” writing to identify appropriately used conventions
IV: Resources	<i>Wordly Wise 3000 5th grade</i> Reading materials for all subject areas (indirectly) <i>Writers Express</i> writing handbook Various language arts workbooks Student planners (English/ Language Arts resource section) <i>The Girl’s Like Spaghetti</i> by Lynne Truss and Bonnie Timmons
V. Assessment	For each unit, there is a quiz that assesses spelling, definitions, and using words correctly in sentences. Review games and activities after concluding 4-5 units Use words in context when writing stories Recognizing the words (and their meaning) in textbooks and novels Assess usage in student writing on vocabulary quizzes and longer pieces School-wide ELA Assessment
VI. Articulation/Thematic	Connect words to current social studies and math units, as well as novels being studied (e.g. taxes on <i>exported</i> goods, <i>equivalent</i> fractions)

**GRADE 5 ENGLISH LANGUAGE ARTS CURRICULUM
UNIT 2: READING AND READING RESPONSES (YEAR-LONG)**

I. Knowledge/Content	Reading and identifying genres of literature—non-fiction, mystery, realistic fiction, short stories Elements of literature Figurative language		
II. Skills	Understand plot, characters, setting Identify and use figurative language Identify and use different points of view Making connections between personal life and global/ historic events Selecting quotes and details to support opinion	Model and practice strategies to use before, during, and after reading, such as: - Predicting - Using titles, subtitles, and captions - Skimming - Finding key details - Activating prior knowledge and real-life experiences - Summarizing	Comparing and contrasting book and movie versions of the same story (<i>Eyes of the Amaryllis</i>) Reading non-fiction for pleasure and information (<i>Time for Kids</i>)
III. Activities	Students independently read books and write 1—paragraph responses using a list of guiding questions. Read Revolutionary War-era historical fiction book independently; construct essay using prompts Read “classic” book independently; write 5-paragraph essay defending its status as classic Class read-alouds Long-term book responses (i.e. create a game, analyze a classic, create a character scrapbook, essay about the book, book review)		
IV: Resources	Novel choices may change, based on class composition and current events, but include choices such as: - <i>A Long Way from Chicago</i> by Richard Peck - <i>The Eyes of the Amaryllis</i> by Natalie Babbitt	- <i>The Kid Who Ran for President</i> by Dan Gutman - <i>The Best School Year Ever</i> by Barbara Robinson Other short read-alouds, such as <i>Baseball Saved Us</i> , <i>Essie Was Smart</i> , and <i>Amber Was Brave</i>	Independently-read novels and non-fiction books <i>Time for Kids</i> semi-weekly publication and resources
V. Assessment	Whole-class and individual discussions Written responses (essays and questions)		

**GRADE 5 ENGLISH LANGUAGE ARTS CURRICULUM
UNIT 3: WRITING**

I. Knowledge/Content	Creative writing (may include prompts, such as <i>Mysteries of Harris Burdick</i> by Chris Van Allsburg) “I Am” poem Writing essays Writing research projects Identify purpose for writing		
II. Skills	For creative writing: Using figurative language Creating a story with a clear plot, protagonist, and antagonist	For “informative” writing: Clarity in communicating idea Editing and revising skills	Rich vocabulary
III. Activities	Writing stories Writing persuasive paragraphs arguing student’s perspective “I Am” poems		
IV: Resources	<i>Mysteries of Harris Burdick</i> by Chris Van Allsburg Other textbooks, novels, sample writings		
V. Assessment	Assessing writing based on rubrics, School-wide ELA Assessment project guidelines		

**GRADE 5 ENGLISH LANGUAGE ARTS CURRICULUM
UNIT 4: BIOGRAPHY**

I. Knowledge/Content	Write a research report using 19th Century United States historical figures as content Develop self-editing skills Make connections between the person being studied and the larger historical context		
II. Skills	Basic research skills— note cards, outline, editing, revising, bibliography Writing an effective introduction and conclusion	Oral presentation skills Taking notes on presentations, comparing personal topic with reports of others	Using a variety of sentence starters Writing in a formal tone
III. Activities	Written reports and oral presentation of subjects		
IV: Resources	Biography and reference books, encyclopedias from Maimonides Library Cornell Writing Center and online resources—Steps to writing a research papers <i>Scholastic Biographies</i>		
V. Assessment	Evaluate written report and oral presentation using evaluation checklist Assess student work and effort for each step of the process Higher thinking: making connections between individual subject and larger context		
VI: Articulation/Thematic	Teach effective ways to use Microsoft Word and PowerPoint		

**GRADE 5 ENGLISH LANGUAGE ARTS CURRICULUM
UNIT 5: NON-FICTION**

I. Knowledge/Content	<p>Basic structure of the American Government Key principles behind the government (democracy, republic, “common welfare”, federalism) Decision-making process, compromise, viewing different perspectives Bill of Rights, including freedom of expression, religion, right to vote, civil rights The Preamble and major related concepts</p>
II. Skills	<p>Practice K-W-L strategy Memorize and recite the Preamble Oral discussion and presentation of ideas Reading comprehension questions and discussion Connecting historical events to ideas in the Constitution Empathizing with groups that have experienced discrimination</p>
III. Resources	<p><i>We the People</i> US Constitution <i>America Rock</i> videos Various short stories by Mildred Taylor, including <i>The Gold Cadillac</i>, excerpts from <i>Roll of Thunder, Hear My Cry</i> <i>The Silent Lobby</i> from <i>The Book of Peace</i></p>
IV: Assessment	<p>Test of understanding facts Oral presentations; respectful listening and sharing of opinions Reading comprehension questions Reciting the Preamble</p>
V. Articulation/Thematic	<p>Connections with Martin Luther King, Jr. Day, Black History Month</p>

**GRADE 5 ENGLISH LANGUAGE ARTS CURRICULUM
UNIT 6: HISTORICAL FICTION**

I. Knowledge/Content	Using American Revolutionary War as content: Critical analysis of historical fiction (the “factual” vs. the “fictional”) Reading comprehension: main idea/ detail, summarizing—too much vs. insufficient Taking notes Paragraph writing (review): strong introduction, supporting details, conclusion		
II. Skills	Reading: <ul style="list-style-type: none"> • Reading different types of sources for information: historical fiction, textbooks, “news-style” articles • Making inferences • Identify main ideas and details • Identifying point of view (political and literary) 	Writing: <ul style="list-style-type: none"> • Writing in “first person” perspective • Writing news article-style • Taking notes • Using graphic organizers to record key details 	<ul style="list-style-type: none"> • Cause/effect • Sequence events • Write effective essay question for tests • Write effective 4-paragraph essay for historical fiction novel
III. Activities	Trip to Minuteman Historical Park, directed research, textbooks		
IV. Resources	Our <i>Country</i> textbook <i>America’s Story: Forming a New Nation</i> <i>The Revolutionary War</i> book from library Historical fiction books from this time period		
V: Assessment	Completing graphic organizers Short-answer, multiple-choice, and short essay test Short-answer comprehension questions Written essay analyzing the plot and historical context of historical fiction novel		
V. Articulation/Thematic	Make connections to events that have occurred locally, such as Boston Tea Party, Boston Massacre, battle of Lexington and Concord		