

NORTHWESTERN LOCAL SCHOOLS

SUBJECT: Language Arts

GRADE: 5

DATE: November 2009

FIRST QUARTER

ESSENTIAL INDICATORS			RESOURCES	SUPPORTING INDICATORS			RESOURCES
RP	6	Select, create and use graphic organizers to interpret textual information.		VO	2	Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.	
IT	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.		RP	5	Make inferences based on implicit information in texts, and provide justifications for those inferences.	
IT	3	Compare important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.		RP	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.	
WA	5	Produce informational writings (e.g., journals, notes, and poems) for various purposes.		IT	4	Summarize the main ideas and supporting details.	
WC	2	Spell contractions correctly.		IT	5	Analyze information found in maps, charts, tables, graphs and diagrams.	
WC	6	Use various parts of speech, such as nouns, pronouns and verbs (regular and irregular).		LT	2	Explain the influence of setting on the selection.	
WP	3	State and develop a clear main idea for writing.		WA	3	Write letters that state the purpose, make requests or give compliments and use business letter format. (e 3-8)	
RE	2	Locate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-resources).		WC	1	Spell high-frequency words correctly.	
				WC	3	Spell roots, suffices and prefixes correctly. E4	
				WC	5	Use correct capitalization.	
				WP	5	Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.	
				WP	10	Use available technology to compose text.	
				WP	16	Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	

NORTHWESTERN LOCAL SCHOOLS

SUBJECT: Language Arts

GRADE: 5

DATE: November 2009

FIRST QUARTER- continued...						
ESSENTIAL INDICATORS			SUPPORTING INDICATORS			RESOURCES
			CO	1	Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).	
			CO	2	Interpret the main idea and draw conclusions from oral presentations and visual media.	
			RE	1	Generate a topic, assigned or personal interest, an open-ended questions for research and develop a plan for gathering information.	
			RE	3	Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers).	

NORTHWESTERN LOCAL SCHOOLS

SUBJECT: Language Arts

GRADE: 5

DATE: November 2009

SECOND QUARTER						
ESSENTIAL INDICATORS			RESOURCES	SUPPORTING INDICATORS		RESOURCES
VO	1	Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.		RP	10	Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others). Not important
VO	8	Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.		IT	7	Analyze the difference between fact and opinion. E4
RP	2	Predict and support predictions with specific references to textual examples that may be in widely separated sections of text.		IT	9	Identify and understand an author's purpose for writing, including to explain, to entertain or to inform.
LT Own all	8	Identify and explain the use of figurative language in literary works, including idioms, hyperboles, and personification.		WC	7	Use prepositions and prepositional phrases.
WA	1	Write narratives with a consistent point of view, using sensory details and dialogue to develop characters and setting.		WC	8	Use adverbs.
WA	2	Write responses to novels, stories and poems that organize an interpretation around several clear ideas, and justify the interpretation through the use of examples and specific textual evidence.		WP	1	Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
WP	13	Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.		CO	3	Identify the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).
WP	14	Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.		WP	4	Determine a purpose and audience. NI
CO	4	Discuss how facts and opinions are used to shape the opinions of listeners and viewers.		WP	7	Vary simple, compound and complex sentence structures
				WP	9	Vary language and style as appropriate to audience and purpose. NI

NORTHWESTERN LOCAL SCHOOLS

SUBJECT: Language Arts

GRADE: 5

DATE: November 2009

THIRD QUARTER							
ESSENTIAL INDICATORS			RESOURCES	SUPPORTING INDICATORS			RESOURCES
<i>VO</i>	4	Identify and understand new uses of words and phrases in text, such as similes and metaphors and explain.		<i>RP</i>	9	List questions and search for answers with the text to construct meaning. E6	
<i>RP</i>	4	Summarize the information in texts, recognizing there may be several important ideas rather than just one main idea and identifying details that support each.		<i>RP</i>	11	Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task). Not important	
<i>IT</i>	2	Identify, distinguish between and explain examples of cause and effect in formational txt.		<i>IT</i>	8	Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader. E6	
<i>LT</i>	1	Explain how a character's thoughts, words and actions reveal his or her motivations.		<i>LT</i>	6	Describe the defining characteristics of literary forms and genres, including poetry, drama, chapter books, biographies, fiction and non-fiction. E	
<i>WA</i>	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-contract) and include facts, details and examples to illustrate important ideas.		<i>WP</i>	2	Conduct background reading, interviews or surveys when appropriate.	
<i>WC</i>	4	Use commas, end marks, apostrophes and quotation marks correctly.		<i>WP</i>	8	Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.	
<i>WC</i>	10	Use indefinite and relative pronouns.		<i>CO</i>	7	Adjust speaking content according to the needs of the situation, setting and audience.	
<i>WC</i>	6	Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.		<i>CO</i>	9	Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.	
<i>RE</i>	4	Compare and contract important findings and select sources to support central ideas, concepts and themes.		<i>RE</i>	5	Define plagiarism and acknowledge sources of information.	
				<i>RE</i>	6	Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.	

NORTHWESTERN LOCAL SCHOOLS

SUBJECT: Language Arts

GRADE: 5

DATE: November 2009

FOURTH QUARTER							
ESSENTIAL INDICATORS			RESOURCES	SUPPORTING INDICATORS			RESOURCES
VO	3	Identify the connotation and denotation of new words.		VO	5	Use word origins to determine the meaning of unknown words and phrases.	
LT	3	Identify the main incidents of a plot sequence and explain how they influence future action.		VO	7	Identify the meanings of abbreviations.	
LT	5	Summarize stated and implied themes.		VO	6	Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.	
WP	15	Proofread writing, edit to improve conventions, (e.g., grammar, spelling, punctuation and capitalization), and identify and correct fragments and run-ons.		RP	3	Make critical comparisons across texts.	
CO	8	Deliver informational presentations (e.g., expository, research) that: a. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and e. draw from several sources and identify sources used.		WP	17	Prepare for publication (e.g., for display or 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.	
				IT	6	Clarify steps in a set of instructions or procedures for proper sequencing and completeness and revise if necessary. E7	
				LT	4	Identify the speaker and explain how point of view affects the text. E6	
				LT	7	Interpret how an author's choice of words appeals to the senses and suggests mood. E	
				WC	9	Use objective and nominative case pronouns.	
				WC	11	Use conjunctions and interjections.	
				WP	11	Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).	
				WP	12	Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.	
				RP	7	Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	

NORTHWESTERN LOCAL SCHOOLS

SUBJECT: Language Arts

GRADE: 5

DATE: November 2009

FOURTH QUARTER -CONTINUED						
ESSENTIAL INDICATORS			SUPPORTING INDICATORS			RESOURCES
			CO	5	Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	
			CO	6	Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas.	
			CO	10	Deliver persuasive presentations that: <ul style="list-style-type: none"> a. establish a clear position; b. include relevant evidence to support a position and to address potential concerns of listeners; and c. follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution). 	
			CO	8	Deliver informational presentations (e.g., expository, research) that: <ul style="list-style-type: none"> a. demonstrate an understanding of the topic and present events or ideas in a logical sequence; b. support the main idea with relevant facts, details, examples, quotations, statistics, stories and anecdotes; c. organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast); 	