

Walter T. Bergen  
5<sup>th</sup> grade Language Arts  
(Reading, Writing, Speaking, Listening, and Viewing Media)  
2008-2009

- Students will be able to identify different parts of a book.
- Students will be able to apply prior knowledge and make text connections.
- Students will predict during and after reading.
- Students will use various reading strategies and graphic organizers to make sense of text.
- Students will learn how to use context clues to be able to interpret reading.
- Students will infer specific word meaning and be able to use the word correctly.
- Students will be able to identify the characteristics of different reading genres.
- Students will be able to use the writing process in order to write using different genres.
- Students will learn the different parts of speech in order to write more effectively.
- Students will be able to create and orally present work.
- Students will learn new spelling and vocabulary words and be able to apply them to their writing.
- Students will develop a greater understanding of how personal character and behavior affects and influences the individual, as well as others in the home, school and community.

Unit 1: September			
Instructional Objectives	Subject Matter Content	Standards	Activities
<ul style="list-style-type: none"> <li>• Be able to list the characteristics of non-fiction writing.</li> <li>• Understand sequence</li> <li>• Use a graphic organizer in order to aid in reading comprehension</li> <li>• Learn new spelling words and develop understanding of meaning and usage.</li> <li>• Learn the four kinds of sentences.</li> </ul>	<p><u>Fifth grade spelling and lang. textbook.</u></p> <p><u>Diver and the Dolphins</u></p> <p><u>Fury of a "Hurricane"</u></p> <p>"A Night Alone"</p>	3.1 -3.5	<ul style="list-style-type: none"> <li>• Read a variety of stories and list the sequence.</li> <li>• Read independently, in pairs and triads, in small groups, and large group settings.</li> <li>• Create a myth-how the first hurricane was created.</li> <li>• Be able to utilize a variety of graphic organizers to develop understanding of literature and to organize writing.</li> <li>• View videos of different types of storms.</li> <li>• Create native American names</li> <li>• Work in spelling book</li> </ul>

Unit 2: October			
<ul style="list-style-type: none"> <li>• Understand the characteristics of fantasy</li> <li>• Understand imagery</li> <li>• Analyze the development of a character in literature.</li> <li>• Evaluate situations involving cause and effect.</li> <li>• Learn new spelling words and develop understanding of meaning and usage.</li> <li>• Distinguish between types of nouns and pronouns and use correctly.</li> </ul>	<p><u>The Wishgiver</u> -By Bill Brittain</p>	<p>3.1-3.5</p>	<ul style="list-style-type: none"> <li>• Read independently, in pairs and triads, in small groups, and large group settings.</li> <li>• Be able to utilize a variety of graphic organizers to develop understanding of literature and to organize writing.</li> <li>• Write a fantasy story.</li> <li>• Create another character for <u>The Wishgiver</u>.</li> <li>• Work in spelling book</li> </ul>

Unit 3: November			
<ul style="list-style-type: none"> <li>• Develop an understanding of characteristics of realistic fiction.</li> <li>• Evaluate how a character's perspective influences a reader's understanding.</li> <li>• Analyze the development of a plot within a story.</li> <li>• Learn new spelling words and develop understanding of meaning and usage.</li> <li>• Learn letter formats</li> </ul>	<p><u>There's a Boy in the Girls' Bathroom</u> -Louis Sacchar</p>	<p>3.1-3.5  9.2.8- Char- Acter Dev- elopement and Ethics</p>	<ul style="list-style-type: none"> <li>• Read independently, in pairs and triads, in small groups, and large group settings.</li> <li>• Response to literature-writing friendly and business letters.</li> <li>• Journal writing</li> <li>• Reading and writing free-verse poetry</li> <li>• Be able to utilize a variety of graphic organizers to develop understanding of literature and to organize writing.</li> <li>• Write friendly and business letters.</li> <li>• Work in spelling book</li> </ul>

Unit 4: December			
<ul style="list-style-type: none"> <li>• Distinguish main events and supporting details.</li> <li>• Identify how language can influence understanding.</li> <li>• Develop inter-cultural understanding through literature.</li> <li>• Learn new spelling words and develop understanding of meaning and usage.</li> <li>• Writing to persuade</li> <li>• Creating oral presentations</li> </ul>	<p>"The Yangs' First Thanksgiving"</p> <p>"Dwaina Brooks"</p> <p>"The Baker's Neighbor"</p> <p>Various plays</p>	<p>3.1-3.5</p>	<ul style="list-style-type: none"> <li>• Read independently, in pairs and triads, in small groups, and large group settings.</li> <li>• Be able to utilize a variety of graphic organizers to develop understanding of literature and to organize writing.</li> <li>• Writing a persuasive essay.</li> <li>• Be able to utilize a variety of graphic organizers to develop understanding of literature and to organize writing.</li> <li>• Orally present</li> <li>• Work in spelling book</li> </ul>

Unit 5: January			
<ul style="list-style-type: none"> <li>• Know the characteristics of a biography.</li> <li>• Analyze how an author's purpose influences the reader.</li> <li>• Develop clear perceptions of history, multi-cultural awareness, and positive character traits.</li> <li>• Reading dramas</li> <li>• Develop listening skills to aid in listening and reading comprehension.</li> <li>• Learn new spelling words and develop understanding of meaning and usage.</li> <li>• Distinguish between types of adjectives and use in personal writing.</li> <li>• Write a personal narrative</li> </ul>	<p><u>Martin Luther King Jr.</u></p> <p>"The Long Path to Freedom"</p> <p>Scope Magazine</p>	<p>3.1-3.5</p> <p>9.2.8</p>	<ul style="list-style-type: none"> <li>• Read independently, in pairs and triads, in small groups, and large group settings.</li> <li>• Write a personal narrative.</li> <li>• Listen and respond to a biography of Martin Luther King Jr.</li> <li>• Read a variety of short dramas from Scope magazine focusing on the Civil Rights movement.</li> <li>• Present those short dramas to the class.</li> <li>• Work in spelling book</li> </ul>

Unit 6: February			
<ul style="list-style-type: none"> <li>• Evaluate elements of a folktale</li> <li>• Identify similarities and differences of folktales from different cultures.</li> <li>• Learn new spelling words and develop understanding of meaning and usage.</li> <li>• Understand proper usage of different types of adverbs.</li> </ul>	<p>"Wiley, His Momma, and the Hairy Man"</p> <p>"Oona and Cuchulian"</p> <p>Selections from <u>If the People Could Fly</u> -Virginia Hamilton</p>	<p>3.1-3.5</p>	<ul style="list-style-type: none"> <li>• Read independently, in pairs and triads, in small groups, and large group settings.</li> <li>• Write tall tales and/ or folktales.</li> <li>• Work in spelling book</li> </ul>

Unit 7: March			
<ul style="list-style-type: none"> <li>• Know the elements of historical fiction.</li> <li>• Identify and understand the theme in a unit of literature.</li> <li>• Use literature to develop an understanding of cultures and social history</li> <li>• Reinforce values of friendship, tolerance, equality, and understanding.</li> <li>• Learn new spelling words and develop understanding of meaning and usage.</li> <li>• Know the prepositions and how they are used in sentences.</li> <li>• Identify and write different forms of poetry</li> </ul>	<p>"Meeting Mr. Henry"</p> <p>"Dirt on Their Skirts"</p> <p><u>In the Year of the Boar and Jackie Robinson</u></p> <p><u>H is for Homerun</u></p>	<p>3.1-3.5</p> <p>9.2.8</p>	<ul style="list-style-type: none"> <li>• Read aloud "Dirt on their Skirts"</li> <li>• Create a book on history-"B is for Baseballs"</li> <li>• Work in spelling book</li> </ul>

Unit 8: April

- Understand the elements of drama
- Understand how film adaptations of literature compare to written stories.
- Research heroes of character
- Learn new spelling words and develop understanding of meaning and usage.
- How to draft a report

"Baseball's Most Valuable Player  
"Scope Magazine"  
"Sam and Davy"  
Film: "Thank-you Jackie Robinson"

3.1-3.5  
9.2.8

- Read independently, in pairs and triads, in small groups, and large group settings.
- Use a Venn diagram to compare and contrast.
- Work in spelling book

Unit 9: May			
<ul style="list-style-type: none"> <li>Utilize fiction to better understand non-fiction</li> <li>Summarize and retell a story to heighten understanding</li> <li>Utilize literature and non-fiction to understand world events</li> <li>Learn new spelling words and develop understanding of meaning and usage.</li> <li>Edit and publish a non-fiction report about a hero that can be researched</li> <li>Review of all parts of speech</li> </ul>	<p><u>When the Soldiers Were Gone</u></p> <p>Various non-fiction pieces related to the Holocaust and current world situation.</p> <p>"Miracle of Moreaux"</p>	<p>3.1-3.5</p> <p>9.2.8</p>	<ul style="list-style-type: none"> <li>Read independently, in pairs and triads, in small groups, and large group settings.</li> <li>Watch movie</li> <li>Create a flip book telling the story of <u>When the Soldiers Were Gone</u></li> <li>Work in spelling book</li> </ul>

Unit 10: June			
<ul style="list-style-type: none"> <li>• Understand the elements of a mystery</li> <li>• Compile clues from a story to make predictions and solve a mystery</li> <li>• Understand the role that listening plays in comprehension</li> <li>• Utilize the hero report to create a biography performance to present to the class</li> <li>• Learn new spelling words and develop understanding of meaning and usage.</li> </ul>	<p>"Missing Links"</p>	<p>3.1-3.5 9.2.8</p>	<ul style="list-style-type: none"> <li>• Students will participate in individual biography performances of heroes.</li> <li>• Students will practice listening skills during the presentations.</li> <li>• Students will write a mystery story</li> <li>• Work in spelling book</li> </ul>