GRADE LEVEL 5th COURSE LENGTH Year

Student Goals:						
	Ι	To think criticall	y while evaluating and developing arguments.			
	II	To communicate	To communicate thinking effectively in writing and speaking.			
	III	To analyze and e	To analyze and evaluate authors' purpose and worldview.			
Student Outcon	nes:					
	Ι	The students will	The students will be able to use traditional grammar, standard usage, and mechanics.			
	II	The students will	The students will be able to use the writing process to write effectively in several academic genres.			
	III		l be able to apply literary terms as they ana	lyze literature from a Ch	ristian worldview.	
UNIT/ WEEKS	STANDARD	OBJECTIVES	ACTIVITIES/ASSESSMENT	RESOURCES	BIBLICAL INTEGRATION	

GRADE LEVEL 5th COURSE LENGTH Year

Unit 1: Eureka!	RL 5.1.1.1	1 II adamatan di accomi	A stivities. Whele successing tweeting	Deading/Whiting	How can we reflect
		1. Understand genres	Activities: Whole group instruction,	Reading/Writing	
I've Got It!	RL 5.1.2.2	of realistic fiction,	guided reading groups, guided writing	Workshop book,	Christ by meeting needs
(6 weeks)	RL 5.1.3.3	narrative nonfiction,	groups, partner work, grammar games,	Literature Anthology,	in our community?
	RL 5.1.4.4	biography,	readers' theater, research with	Close Reading	
	RL 5.1.5.5	informational text,	notecards, daily paragraph writing using	Companion, Daily	How can we be good
	RL 5.1.6.6	and persuasive text.	text evidence, daily grammar and	grammar/editing	stewards of our
	RL 5.1.7.7	2. Find character,	editing practice	practice, Weekly	environment?
	RL 5.1.9.9	setting, plot,		spelling practice,	
	RL 5.1.10.10	sequence, cause and	Assessments: Weekly reading, writing,	Interactive	
	RI 5.2.1.1	effect, and problem	grammar vocab, and spelling	Vocabulary	
	RI 5.2.2.2	and solution in	assessments, autobiographical sketch	Notebook:	
	RI 5.2.3.3	narrative text.	writing, research notecards and posters	Greek/Latin Roots	
	RI 5.2.4.4	3. Distinguish		from Lovin'Lit on	
	RI 5.2.5.5	between primary and		Teachers Pay	
	RI 5.2.7.7	secondary sources.		Teachers	
	RI 5.2.8.8	4. Find author's			
	RI 5.2.9.9	point of view in a			
	RI 5.2.10.10	persuasive and			
	RF 5.3.0.3	expository text.			
	RF 5.3.0.4	5. Use nonfiction			
	W5.6.1.1,	text features to find			
	W5.6.2.2	main idea.			
	W5.6.3.3	6. Write daily			
	W5.6.4.4	paragraphs using text			
	W5.6.5.5	evidence and			
	W5.6.6.6	comparing texts.			
	W5.6.7.7	7. Write an			
	W5.6.8.8	autobiographical			
	W5.6.9.9	sketch using a			
	W5.6.10.10	process approach.			
	SL5.8.1.1	8. Use Greek and			
		Latin roots to find the			
	<u> </u>			<u> </u>	<u> </u>

GRADE LEVEL 5th COURSE LENGTH Year

SL5.8.2.2 SL5.8.4.4 SL5.8.5.5 SL5.8.6.6 SL5.8.7.7 L5.10.1.1 L.5.10.2.2 L5.10.3.3 L5.10.4.4 L5.10.5.5 L5.10.6.6	meanings of new words. 9. Distinguish between complete sentences and fragments. 10. Identify simple and compound subjects and predicates. 11. Create compound and complex sentences with conjunctions. 12. Correct run-on sentences. 13. Spell words correctly.		

GRADE LEVEL 5th COURSE LENGTH Year

Special Project: Job Skills (3	W5.6.1.1, W5.6.2.2 W5.6.3.3	Identify and cite at least two credible Web sources.	1. Research the history, values, and mission of a company using at least two sources in order to prepare to write a	Teacher-created resume and cover letter templates	1. What does the Bible have to say about relationships with those
weeks)	W5.6.4.4 W5.6.5.5 W5.6.6.6 W5.6.7.7 W5.6.8.8 W5.6.9.9 W5.6.10.10 SL5.8.1.1 SL5.8.2.2 SL5.8.4.4 SL5.8.5.5 SL5.8.6.6 SL5.8.7.7 L5.10.1.1	2. Paraphrase the most important ideas while taking notes. 3. Consider an audience's values when writing a persuasive text. 4. Write a business letter with an introduction, two body paragraphs, and a conclusion. 5. Write body paragraphs with topic sentences, transitions, and two pieces of evidence. 6. Write an expository essay of at least five paragraphs.	cover letter. 2. Write a cover letter of at least four paragraphs describing their connection to the company and how their abilities and experiences have prepared them for the position of their choice. 3. Write a resume using concrete, active, and varied verbs. 4. Interview with the manager of the company. 5. Synthesize their learning in anchor charts describing what they have learned about resumes, cover letters, and interviewing. 6. Apply their learning by working for two hours in the position they've been "hired" for. 7. Write a 5-paragraph expository essay explaining to next year's class how to impress an employer.		in authority and especially the employer/employee relationship? 2. How can the fruit of the Spirit help me represent Christ well and succeed at my job?

GRADE LEVEL 5th COURSE LENGTH Year

Tr.		T			
Unit 2:	RL 5.1.1.1	1. Understand genres	Activities: Whole group instruction,	Reading/Writing	How does the natural
Taking the	RL 5.1.2.2	of expository text,	guided reading groups, guided writing	Workshop book,	world reflect the
Next Step	RL 5.1.3.3	fairy tale, biography,	groups, partner work, grammar games,	Literature Anthology,	character of its Creator?
(6 weeks)	RL 5.1.4.4	folktale, realistic	readers' theater, research with notecards	Close Reading	
	RL 5.1.5.5	fiction, and poetry.		Companion, Daily	How does our ability to
	RL 5.1.6.6	2. Find problem and	Assessments: Weekly reading, writing,	grammar/editing	plan and order show the
	RL 5.1.7.7	solution in	grammar vocab, and spelling	practice, Weekly	image of God in us?
	RL 5.1.9.9	informational text.	assessments, explanatory essay writing,	spelling practice,	
	RL 5.1.10.10	3. Compare and	research notecards and posters, daily	Interactive	What are God's goals for
	RI 5.2.1.1	contrast with	paragraph writing using text evidence,	Vocabulary	all Christians?
	RI 5.2.2.2	informational and	daily grammar and editing practice	Notebook:	
	RI 5.2.3.3	narrative text.		Greek/Latin Roots	
	RI 5.2.4.4	4. Find character,		from Lovin'Lit on	
	RI 5.2.5.5	setting, plot, and		Teachers Pay	
	RI 5.2.7.7	theme of narrative		Teachers	
	RI 5.2.8.8	text.			
	RI 5.2.9.9	5. Write daily			
	RI 5.2.10.10	paragraphs using text			
	RF 5.3.0.3	evidence and			
	RF 5.3.0.4	comparing texts.			
	W5.6.1.1,	6. Write an			
	W5.6.2.2	explanatory essay			
	W5.6.3.3	using a process			
	W5.6.4.4	approach			
	W5.6.5.5	7. Use Greek and			
	W5.6.6.6	Latin roots to find the			
	W5.6.7.7	meanings of new			
	W5.6.8.8	words.			
	W5.6.9.9	8. Distinguish			
	W5.6.10.10	between common and			
	SL5.8.1.1	proper, concrete and			
		abstract, singular and			

GRADE LEVEL 5th COURSE LENGTH Year

	SL5.8.2.2 SL5.8.4.4 SL5.8.5.5 SL5.8.6.6 SL5.8.7.7 L5.10.1.1 L.5.10.2.2 L5.10.3.3 L5.10.4.4 L5.10.5.5 L5.10.6.6	plural, possessive and collective nouns. 9. Identify prepositional phrases. 10. Spell words correctly.			
Unit 3: Getting from Here to There (6 weeks)	RL 5.1.1.1 RL 5.1.2.2 RL 5.1.3.3 RL 5.1.4.4 RL 5.1.5.5 RL 5.1.6.6 RL 5.1.7.7 RL 5.1.9.9 RL 5.1.10.10 RI 5.2.1.1 RI 5.2.2.2 RI 5.2.3.3 RI 5.2.4.4 RI 5.2.5.5 RI 5.2.7.7 RI 5.2.8.8 RI 5.2.9.9 RI 5.2.10.10 RF 5.3.0.3	1. Understand genres of realistic fiction, fantasy, expository text, and persuasive text. 2. Summarize narrative text. 3. Find main idea and key details in informational text. 4. Find theme of narrative text. 5. Find author's point of view in persuasive text. 6. Write daily paragraphs using text evidence and comparing texts. 7. Write a book	Activities: Whole group instruction, guided reading groups, guided writing groups, partner work, grammar games, readers' theater, research with notecards, daily paragraph writing using text evidence, daily grammar and editing practice Assessments: Weekly reading, writing, grammar vocab, and spelling assessments, persuasive book review writing, research notecards and posters	Reading/Writing Workshop book, Literature Anthology, Close Reading Companion, Daily grammar/editing practice, Weekly spelling practice, Interactive Vocabulary Notebook: Greek/Latin Roots from Lovin'Lit on Teachers Pay Teachers	How can we honor God by showing respect for other cultures? How can we honor God when we work in teams and groups?

GRADE LEVEL 5th COURSE LENGTH Year

RF 5.3.0.4 W5.6.1.1, W5.6.2.2 W5.6.3.3 W5.6.4.4 W5.6.5.5 W5.6.6.6 W5.6.7.7 W5.6.8.8 W5.6.9.9 W5.6.10.10 SL5.8.1.1 SL5.8.2.2 SL5.8.4.4 SL5.8.5.5 SL5.8.6.6	review using a process approach. 8. Use Greek and Latin roots to find the meanings of new words. 9. Distinguish between action, linking, and helping verbs. 10. Correctly identify and use verb tenses and irregular verbs. 11. Spell words correctly.
W5.6.9.9 W5.6.10.10 SL5.8.1.1	verbs. 10. Correctly identify and use verb
SL5.8.4.4 SL5.8.5.5	verbs. 11. Spell words
L5.10.1.1 L.5.10.2.2 L5.10.3.3	
L5.10.4.4 L5.10.5.5 L5.10.6.6	

GRADE LEVEL 5th COURSE LENGTH Year

, ·					
Unit 4:	RL5.1.1.1	1. Understand genres	Activities: Whole group instruction,	Reading/Writing	What problems in our
It's Up to You	RL5.1.2.2	of tall tale, mystery,	guided reading groups, guided writing	Workshop book,	community has God
(6 weeks)	RL 5.1.3.3	drama, biography,	groups, partner work, grammar games,	Literature Anthology,	equipped us to help
	RL 5.1.4.4	expository text, and	readers' theater, research with	Close Reading	solve?
	RL 5.1.5.5	free verse poetry.	notecards, daily paragraph writing using	Companion, Daily	
	RL 5.1.6.6	2. Find literary point	text evidence, daily grammar and	grammar/editing	What values are closest
	RL 5.1.7.7	of view and theme in	editing practice	practice, Weekly	to the heart of God?
	RL 5.1.9.9	fictional text.		spelling practice,	
	RL5.1.10.10	3. Find author's	Assessments: Weekly reading, writing,	Interactive	
	RI 5.2.1.1	point of view in	grammar vocab, and spelling	Vocabulary	
	RI 5.2.2.2	nonfiction text.	assessments, fictional narrative and	Notebook:	
	RI 5.2.3.3	4. Summarize fiction	poetry writing, research notecards and	Greek/Latin Roots	
	RI 5.2.4.4	and nonfiction text.	posters	from Lovin'Lit on	
	RI 5.2.5.5	5. Find main ideas		Teachers Pay	
	RI 5.2.7.7	and key details in		Teachers	
	RI 5.2.8.8	informational text.			
	RI 5.2.9.9	6. Write daily			
	RI5.2.10.10	paragraphs using text			
	RF 5.3.0.3	evidence and			
	RF 5.3.0.4	comparing texts.			
	W5.6.1.1,	7. Write a fictional			
	W5.6.2.2	narrative and poem			
	W5.6.3.3	using a process			
	W5.6.4.4	approach.			
	W5.6.5.5	8. Use Greek and			
	W5.6.6.6	Latin roots to find the			
	W5.6.7.7	meanings of new			
	W5.6.8.8	words.			
	W5.6.9.9	9. Correctly identify			
	W5.6.10.10	and use types of			
	SL5.8.1.1	pronouns and their			
		antecedents.			

GRADE LEVEL 5th COURSE LENGTH Year

	SL5.8.2.2 SL5.8.4.4 SL5.8.5.5 SL5.8.6.6 SL5.8.7.7 L5.10.1.1 L.5.10.2.2 L5.10.3.3 L5.10.4.4 L5.10.5.5 L5.10.6.6	10. Make pronouns and verbs agree. 11. Distinguish between pronouns that are homophones. 12. Spell words correctly.			
Unit 5: New Perspectives (6 weeks)	RL 5.1.1.1 RL 5.1.2.2 RL 5.1.3.3 RL 5.1.4.4 RL 5.1.5.5 RL 5.1.6.6 RL 5.1.7.7 RL 5.1.9.9 RL 5.1.10.10 RI 5.2.1.1 RI 5.2.2.2 RI 5.2.3.3 RI 5.2.4.4 RI 5.2.5.5 RI 5.2.7.7 RI 5.2.8.8 RI 5.2.9.9 RI 5.2.10.10 RF 5.3.0.3	1. Understand genres of realistic fiction, historical fiction, expository text, and persuasive text. 2. Find character, setting, and plot in narrative text. 3. Find cause and effect in narrative and informational text. 4. Compare and contrast in narrative and informational text. 5. Find main idea and details in informational text. 6. Find author's point of view in	Activities: Whole group instruction, guided reading groups, guided writing groups, partner work, grammar games, readers' theater, research with notecards, daily paragraph writing using text evidence, daily grammar and editing practice Assessments: Weekly reading, writing, grammar vocab, and spelling assessments, research report writing, research notecards and posters	Reading/Writing Workshop book, Literature Anthology, Close Reading Companion, Daily grammar/editing practice, Weekly spelling practice, Interactive Vocabulary Notebook: Greek/Latin Roots from Lovin'Lit on Teachers Pay Teachers	What experiences in our lives have taught us more about God and been important to our walk with Him? Why is it important for believers to fellowship with one another?

GRADE LEVEL 5th COURSE LENGTH Year

	T	
	RF 5.3.0.4	persuasive text.
	W5.6.1.1,	7. Write daily
	W5.6.2.2	paragraphs using text
	W5.6.3.3	evidence and
	W5.6.4.4	comparing texts.
	W5.6.5.5	8. Write a research
	W5.6.6.6	report using a process
	W5.6.7.7	approach.
	W5.6.8.8	9. Use Greek and
	W5.6.9.9	Latin roots to find the
	W5.6.10.10	meanings of new
	SL5.8.1.1	words.
	SL5.8.2.2	10. Distinguish
	SL5.8.4.4	between independent
	SL5.8.5.5	and dependent
	SL5.8.6.6	clauses.
	SL5.8.7.7	11. Create complex
	L5.10.1.1	sentences.
	L.5.10.2.2	12. Distinguish
	L5.10.3.3	between types of
	L5.10.4.4	adjectives.
	L5.10.5.5	13. Correctly use
	L5.10.6.6	comparative and
		superlative
		adjectives.
		14. Spell words
		correctly.
<u> </u>	<u> </u>	

GRADE LEVEL 5th COURSE LENGTH Year

Special	W5.6.1.1,	1. Identify and cite at	1. Research a famous person of their	Erin Cobb's Mini	1. According to the
Project: Wax	W5.6.2.2	least three credible	choice using at least three sources.	Biography	Bible, what does it take
Museum	W5.6.3.3	Web sources.	2. Write a biography describing the	Assignment from	to leave a meaningful
	W5.6.4.4	2. Paraphrase the	person's childhood, early career, and	Teachers Pay	legacy?
	W5.6.5.5	most important ideas	accomplishments.	Teachers	
	W5.6.6.6	while taking notes on	3. Create a poster displaying the most		2. To what extent does
	W5.6.7.7	notecards.	important details of the person's life.		the person I researched
	W5.6.8.8	3. Write body	4. Give a speech in first person posing		embrace or reject a
	W5.6.9.9	paragraphs with topic	as the famous person and talking to		Biblical worldview?
	W5.6.10.10	sentences, transitions,	parents and classmates.		
	SL5.8.1.1	and two pieces of			
	SL5.8.2.2	evidence.			
	SL5.8.4.4	4. Write a biography			
	SL5.8.5.5	of at least five			
	SL5.8.6.6	paragraphs.			
	SL5.8.7.7	5. Make a poster			
	L5.10.1.1	synthesizing their			
		learning.			
		6. Give a speech in			
		first person.			