

# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL** 5th  
**COURSE LENGTH** Year

**REVIEWED 2018-2019**

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

# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL 5th**  
**COURSE LENGTH Year**

**REVIEWED 2018-2019**

<p>Unit 1: Eureka! I've Got It! (6 weeks)</p>	<p>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 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</p>	<p>1. Understand genres of realistic fiction, narrative nonfiction, biography, informational text, and persuasive text. 2. Find character, setting, plot, sequence, cause and effect, and problem and solution in narrative text. 3. Distinguish between primary and secondary sources. 4. Find author's point of view in a persuasive and expository text. 5. Use nonfiction text features to find main idea. 6. Write daily paragraphs using text evidence and comparing texts. 7. Write an autobiographical sketch using a process approach. 8. Use Greek and Latin roots to find the</p>	<p>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</p> <p>Assessments: Weekly reading, writing, grammar vocab, and spelling assessments, autobiographical sketch writing, research notecards and posters</p>	<p>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</p>	<p>How can we reflect Christ by meeting needs in our community?</p> <p>How can we be good stewards of our environment?</p>
---	---	--	---	--	--

# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL** 5th  
**COURSE LENGTH** Year

**REVIEWED** 2018-2019

	SL5.8.2.2 SL5.8.4.4 SL5.8.5.5 SL5.8.6.6 SL5.8.7.7 L5.10.1.1 L5.10.2.2 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.			
--	---	--	--	--	--

# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL** 5th  
**COURSE LENGTH** Year

**REVIEWED** 2018-2019

<p>Special Project: Job Skills (3 weeks)</p>	<p>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 SL5.8.7.7 L5.10.1.1</p>	<ol style="list-style-type: none"> <li>1. Identify and cite at least two credible Web sources.</li> <li>2. Paraphrase the most important ideas while taking notes.</li> <li>3. Consider an audience’s values when writing a persuasive text.</li> <li>4. Write a business letter with an introduction, two body paragraphs, and a conclusion.</li> <li>5. Write body paragraphs with topic sentences, transitions, and two pieces of evidence.</li> <li>6. Write an expository essay of at least five paragraphs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Research the history, values, and mission of a company using at least two sources in order to prepare to write a cover letter.</li> <li>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.</li> <li>3. Write a resume using concrete, active, and varied verbs.</li> <li>4. Interview with the manager of the company.</li> <li>5. Synthesize their learning in anchor charts describing what they have learned about resumes, cover letters, and interviewing.</li> <li>6. Apply their learning by working for two hours in the position they’ve been “hired” for.</li> <li>7. Write a 5-paragraph expository essay explaining to next year’s class how to impress an employer.</li> </ol>	<p>Teacher-created resume and cover letter templates</p>	<ol style="list-style-type: none"> <li>1. What does the Bible have to say about relationships with those in authority and especially the employer/employee relationship?</li> <li>2. How can the fruit of the Spirit help me represent Christ well and succeed at my job?</li> </ol>
--	---	--	--	--	--

# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL 5th**  
**COURSE LENGTH Year**

**REVIEWED 2018-2019**

<p>Unit 2: Taking the Next Step (6 weeks)</p>	<p>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 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</p>	<p>1. Understand genres of expository text, fairy tale, biography, folktale, realistic fiction, and poetry. 2. Find problem and solution in informational text. 3. Compare and contrast with informational and narrative text. 4. Find character, setting, plot, and theme of narrative text. 5. Write daily paragraphs using text evidence and comparing texts. 6. Write an explanatory essay using a process approach 7. Use Greek and Latin roots to find the meanings of new words. 8. Distinguish between common and proper, concrete and abstract, singular and</p>	<p>Activities: Whole group instruction, guided reading groups, guided writing groups, partner work, grammar games, readers' theater, research with notecards</p> <p>Assessments: Weekly reading, writing, grammar vocab, and spelling assessments, explanatory essay writing, research notecards and posters, daily paragraph writing using text evidence, daily grammar and editing practice</p>	<p>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</p>	<p>How does the natural world reflect the character of its Creator?</p> <p>How does our ability to plan and order show the image of God in us?</p> <p>What are God's goals for all Christians?</p>
---	---	---	---	--	--

# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL** 5th  
**COURSE LENGTH** Year

**REVIEWED** 2018-2019

	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?

# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL 5th**  
**COURSE LENGTH Year**

**REVIEWED 2018-2019**

	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 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	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.			
--	--	--	--	--	--

# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL 5th**  
**COURSE LENGTH Year**

**REVIEWED 2018-2019**

<p>Unit 4: It's Up to You (6 weeks)</p>	<p>RL5.1.1.1 RL5.1.2.2 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 RL5.1.10.10 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 RI5.2.10.10 RF 5.3.0.3 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</p>	<p>1. Understand genres of tall tale, mystery, drama, biography, expository text, and free verse poetry. 2. Find literary point of view and theme in fictional text. 3. Find author's point of view in nonfiction text. 4. Summarize fiction and nonfiction text. 5. Find main ideas and key details in informational text. 6. Write daily paragraphs using text evidence and comparing texts. 7. Write a fictional narrative and poem using a process approach. 8. Use Greek and Latin roots to find the meanings of new words. 9. Correctly identify and use types of pronouns and their antecedents.</p>	<p>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</p> <p>Assessments: Weekly reading, writing, grammar vocab, and spelling assessments, fictional narrative and poetry writing, research notecards and posters</p>	<p>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</p>	<p>What problems in our community has God equipped us to help solve?</p> <p>What values are closest to the heart of God?</p>
---	---	---	--	--	--



# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL** 5th  
**COURSE LENGTH** Year

**REVIEWED** 2018-2019

	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?

# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL** 5th  
**COURSE LENGTH** Year

**REVIEWED** 2018-2019

	<p>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  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</p>	<p>persuasive text.  7. Write daily paragraphs using text evidence and comparing texts.  8. Write a research report using a process approach.  9. Use Greek and Latin roots to find the meanings of new words.  10. Distinguish between independent and dependent clauses.  11. Create complex sentences.  12. Distinguish between types of adjectives.  13. Correctly use comparative and superlative adjectives.  14. Spell words correctly.</p>			
--	---	--	--	--	--

# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL 5th**  
**COURSE LENGTH Year**

**REVIEWED 2018-2019**

<p>Special Project: Wax Museum</p>	<p>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  SL5.8.7.7  L5.10.1.1</p>	<ol style="list-style-type: none"> <li>1. Identify and cite at least three credible Web sources.</li> <li>2. Paraphrase the most important ideas while taking notes on notecards.</li> <li>3. Write body paragraphs with topic sentences, transitions, and two pieces of evidence.</li> <li>4. Write a biography of at least five paragraphs.</li> <li>5. Make a poster synthesizing their learning.</li> <li>6. Give a speech in first person.</li> </ol>	<ol style="list-style-type: none"> <li>1. Research a famous person of their choice using at least three sources.</li> <li>2. Write a biography describing the person's childhood, early career, and accomplishments.</li> <li>3. Create a poster displaying the most important details of the person's life.</li> <li>4. Give a speech in first person posing as the famous person and talking to parents and classmates.</li> </ol>	<p>Erin Cobb's Mini Biography Assignment from Teachers Pay Teachers</p>	<ol style="list-style-type: none"> <li>1. According to the Bible, what does it take to leave a meaningful legacy?</li> <li>2. To what extent does the person I researched embrace or reject a Biblical worldview?</li> </ol>
------------------------------------	---	--	--	---	--