

**Westbrook Public Schools  
Language Arts Curriculum  
Grade 5**

<b>Unit: Self Discovery</b>	<b>Anticipated Length: 9 weeks</b>
<b>Reading Standards</b>	
<b>5Voc Vocabulary</b>	
5Voc.2 Use structural analysis to understand new words and concepts.	
5Voc.3 Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms and parts of speech.	
<b>5RC Reading Comprehension</b>	
5RC.1a Synthesize using multiple strategies/multiple sources for new insight, e.g., Visualizing, Think Aloud, Question-Answer Relationship, List-Group-Label.	
5RC.1b Determine the importance of ideas (main ideas, details and themes) in text.	
5RC.1c Use cueing system and context clues to determine meanings of words.	
5RC.1d Make inferences based on implicit and explicit information in the text; provide justification for those inferences.	
5RC.2a Identify recurring themes in literature, including books by the same author, e.g., friendship, conflict, character traits, teamwork, diversity, survival, community	
5RC.2b Use knowledge of the situation, characters' actions, motivations, feelings, and physical attributes to determine characters' traits.	
5RC.2c Discuss and analyze how characters in text deal with conflicts of human experience, relating to real life situations.	
5RC.2e1 Explain the influence of setting on character and plot.	
5RC.2f1 Identify the narrator and explain which point of view is used in the text.	
5RC.3e Explain how specific text features help you understand a selection, e.g., how a chapter heading helps you think about the chapter, how boldface or italics signals a new term that can be found in the glossary.	
5RC.3f Explain similarities and differences within and among multiple cultures or historical periods, e.g., marriage customs or family vs. community responsibilities, Holocaust, Native Americans	
5RC.3g Explain how personal beliefs and values influence the interpretation of text.	
5RC.3i Writes well-developed literature responses that support judgments through reference to the text and to prior knowledge	
5RC.4c Connect current issues, information from other texts, and personal experiences to characters, events and information.	
5RC.4d Connect current issues, information from other texts, and personal experiences to characters, events and information.	
5RC.5e Explain how information in a text could be used to solve a problem and cite text-based examples, e.g., use information from an article about when fruits and vegetables are in season to save money at the grocery store, determine how people work together to accomplish goals, determine how people and animals work together for mutual benefit, determine how the forces of Nature shape our planet and impact its inhabitants.	
5RC.6a Choose a variety of genres to read, hear, view and write for personal enjoyment.	
5RC.6b Recommend books to others and explain the reason for the recommendation.	

## Oral Language Standards

### 5LS Listening/Speaking

**5LS.1** Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions.

## Writing Standards

### 5SP Spelling

**5SP.1** Use spelling rules and patterns from previous grades.

**5SP.2** Correctly spell high-frequency words.

### 5CPU Capitalization/Punctuation/Usage

**5CPU.1** Use capitalization, punctuation, and usage rules from previous grades

**5CPU.3** Capitalize brand names, e.g., *Nike*.

**5CPU.4** Capitalize geographic regions, e.g., *the West*.

**5CPU.7** Use comma after date or address within text, e.g., *June 1, 1993, was an important day in my life*.

**5CPU.8** Use quotation marks in dialogue, e.g., *"How's it going?" the boy asked*.

**5CPU.9** Use hyphen in numbers, e.g., *twenty-three*.

**5CPU.13** Use subject vs. object pronouns correctly, e.g., *I vs. me*.

**5CPU.16** Use resources to find correct spelling for words identified as misspelled.

### 5WP.1 Planning

**5WP.1a** Gather and organize information from multiple sources to address a topic, e.g., electronic graphic organizer, comparison or classification chart.

### 5WP.2 Drafting

**5WP.2a** complete draft demonstrating connections among ideas, supported by information gathered during planning stage.

### 5WP.3 Revising

**5WP.3a** rework writing several times based on different points of focus, e.g., first reading — add details for elaboration; second reading — delete sentences or phrases to achieve paragraph unity; third reading — reorganize ideas for meaning.

### 5WP.4 Editing

**5WP.4b** Use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing.

### 5WP.5 Publishing

**5WP.5a** Publish and present final products, using a variety of technology, e.g., word processor, spreadsheet, multimedia, slideshow, publication software.

**5WP.5.c** Publish for global audience.

### 5WP.6 Reflecting

**5WP.6a** Provides evidence that writing goals have been met, e.g., *My sentence fluency has improved because I now vary the beginnings of my sentences*.

**5WP.6b** Identifies professional authors' styles and techniques, e.g., leads, conclusions, word choice, purpose, character and plot development; critiques peers' writing and supports the opinion using established criteria, e.g., content, organization, style, conventions; explains strengths and weaknesses of own writing using criteria, e.g., rubrics and anchor papers, checklists, six-trait scoring guides; uses criteria to choose and defend choices for a writing portfolio

**5WG Writing Genres, Traits and Crafts**

**5WG.2a** Write a biography based on an interview.

**5WG.3c** Write compare-contrast essay, using point-by-point structure.

**5WG.4b** Write a book or movie critique.

**Knowledge:**

*Students will know/understand:*

- Word attack (Structural analysis)
- Word meaning
- Big idea (Concepts)
- Dictionaries
- Thesaurus
- Glossary
- Pronunciation
- Syllabication
- Synonyms
- Antonyms
- Parts of speech
- Internet
- Multiple Strategies
  - Visualizing
  - Think-Aloud
  - Question-Answer Relationship
  - List-Group-Label
- Main ideas
- Details
- Themes
- Cueing systems
- Context clues (Does this make sense?)
- Inferences
- Proof (Justification)
- Implicit information
- Explicit information
- Recurring themes
  - Character
  - Friendship
  - Conflict
- Literature
- Multiple books by the same author
- Situation
- Character traits
  - Actions
  - Feelings
  - Physical attributes
  - Motivations
- Conflicts of human experience
- Real life situations
- Setting
- Plot
- Narrator

**Skills:**

*Students will be able to:*

- Use structural analysis to understand new words and concepts (Big ideas)
- Find/confirm word meanings, pronunciations, syllabication, parts of speech, synonyms and antonyms by using reference texts
- Synthesize multiple strategies and sources for new insight.
- Determine the importance of main ideas, details/themes in text
- Determine word meaning using cueing systems/context clues
- Make inferences based on implicit/explicit information in the text
- Provide justification for inferences
- Identify recurring themes
- Use a variety of knowledge to determine characters' traits
- Analyze and make connections between the character conflict in the text and real life
- Explain how setting affects character and plot
- Identify narrator and explain point of view
- Explain how text features help the reader understand
- Explain similarities and differences within and among multiple cultures or historical periods, e.g., marriage customs or family vs. community responsibilities, Holocaust, Native Americans
- Explain how personal beliefs and values influence interpretation of text
- Write well-developed literature responses that support judgments through reference to the text and to prior knowledge
- Use capitalization, punctuation, and usage rules from previous grades
- Make connections to characters events, and information
- Explain how information from a text can be used to solve a problem
- Cite text based examples (support your answers)

<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Text Features <ul style="list-style-type: none"> <li>○ Chapter headings</li> <li>○ Boldface</li> <li>○ Italics</li> <li>○ Breaks in text</li> </ul> </li> <li>• Similarities</li> <li>• Differences</li> <li>• Responsibilities</li> <li>• family responsibilities</li> <li>• multiple cultures</li> <li>• Native American</li> <li>• Holocaust</li> <li>• Personal beliefs/values</li> <li>• Comprehension (interpretation of text)</li> <li>• Prior knowledge</li> <li>• Well developed literature response</li> <li>• Judgments</li> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Referencing the text</li> <li>• Current issues</li> <li>• Personal experiences</li> <li>• Information from other texts.</li> <li>• Supporting answers (Text based examples)</li> <li>• A variety of genre <ul style="list-style-type: none"> <li>○ Historical fiction</li> <li>○ Non-fiction</li> <li>○ Fiction</li> <li>○ Fantasy</li> <li>○ Biography</li> </ul> </li> <li>• Recommendation</li> <li>• Spelling rules and patterns</li> <li>• High frequency words</li> <li>• Brand names/Proper nouns</li> <li>• Comma</li> <li>• Dialogue</li> <li>• Quotation marks</li> <li>• Hyphen</li> <li>• Subject pronouns</li> <li>• Object pronouns</li> <li>• Multiple Sources</li> <li>• Connections <ul style="list-style-type: none"> <li>○ Text-to-self</li> <li>○ Text-to-world</li> <li>○ Text-to-text</li> </ul> </li> <li>• Draft</li> <li>• Specific purpose for editing (Point of focus)</li> <li>• Final draft (Product)</li> <li>• Variety of technology <ul style="list-style-type: none"> <li>○ Word processing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Choose from a variety of genres for personal enjoyment.</li> <li>• Recommend and explain book selection</li> <li>• Participate fully in class discussions</li> <li>• Use spelling rules and patterns from previous grades.</li> <li>• Spell high-frequency words correctly</li> <li>• Capitalize correctly <ul style="list-style-type: none"> <li>○ Brand names</li> <li>○ Geographic regions</li> </ul> </li> <li>• Punctuate correctly <ul style="list-style-type: none"> <li>○ Comma after date or address</li> <li>○ Quotation marks in dialogue</li> <li>○ Hyphen in numbers</li> </ul> </li> <li>• Use subject vs. object pronouns correctly</li> <li>• Use resources to correct misspelled words <ul style="list-style-type: none"> <li>○ Spell check</li> </ul> </li> <li>• Gather and organize information</li> <li>• Complete draft using information gathered during planning stage</li> <li>• Edit and revise writing for a specific purpose (point of focus)</li> <li>• Use multiple resources for proofreading and editing <ul style="list-style-type: none"> <li>○ Spell check</li> <li>○ Grammar Check</li> <li>○ Thesaurus</li> </ul> </li> <li>• Publish and present final products for global audience.</li> <li>• Provide evidence that writing goals have been met through self reflection</li> <li>• Identifies authors' styles and techniques</li> <li>• Choose and defend choices for writing portfolio</li> <li>• Write compare-contrast essay using point-by-point structure</li> <li>• Write a biography based on an interview</li> <li>• Write a book or movie critique</li> </ul>
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<ul style="list-style-type: none"> <li>○ Thesaurus</li> <li>○ Spell check</li> <li>● Audience</li> <li>● Evidence</li> <li>● Author’s Style/Technique</li> <li>● Writing Process/Writing Rubric <ul style="list-style-type: none"> <li>○ Details</li> <li>○ Elaboration</li> <li>○ Fluency.</li> <li>○ Grammar and Mechanics.</li> </ul> </li> <li>● Writing portfolio</li> <li>● Compare contrast vocabulary</li> <li>● Point by point structure</li> <li>● Letter format</li> <li>● Book/Movie Critique</li> <li>● Self reflection</li> </ul>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What surprising discoveries do people make about themselves when put in a difficult situation?</li> <li>● What makes a good role model?</li> <li>● How do you look inside yourself to find your own strengths and abilities?</li> <li>● What are the skills and personal qualities that determine who you are?</li> </ul>	<p><b>Unit Questions:</b></p> <ul style="list-style-type: none"> <li>● According to the self reflection unit in the Harcourt Brace Reading Series, what human qualities allow a character to successfully meet challenges?</li> <li>● How are the cultures and upbringing of others that we read about in the short stories “Sees behind Trees” , “Yang and her Impossible Family” or “Elena” different from your own?</li> <li>● In the novel <u>Number the Stars</u> explain how a different setting would affect the story?</li> <li>● In the poem “Where I’m From,” by George Ella Lyons, how does the speaker celebrate diversity and identity?</li> <li>● What does Kenny Chesney’s song, “Where I Come From” mean to you and your individuality?</li> </ul>		
<p><b>Possible Assessments:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Teacher Created Tests  <input checked="" type="checkbox"/> Unit Tests  <input checked="" type="checkbox"/> Quizzes – Vocabulary, spelling, grammar, comprehension.  <input type="checkbox"/> Others </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Student Presentations  <input type="checkbox"/> Entrance/exit slips  <input checked="" type="checkbox"/> Group Projects – </td> </tr> </table>		<input checked="" type="checkbox"/> Teacher Created Tests <input checked="" type="checkbox"/> Unit Tests <input checked="" type="checkbox"/> Quizzes – Vocabulary, spelling, grammar, comprehension. <input type="checkbox"/> Others	<input type="checkbox"/> Student Presentations <input type="checkbox"/> Entrance/exit slips <input checked="" type="checkbox"/> Group Projects –
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<p><b>Benchmark Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Teacher created assessments focusing on character traits, summarizing, main idea, vocabulary, spelling &amp; grammar</li> <li>2. Harcourt Brace series: multiple choice, vocabulary, open-ended questions.</li> </ol>			

<b>Performance Task: Persuasive Letter</b>	<input checked="" type="checkbox"/> <b>Required</b>	<input type="checkbox"/> <b>Optional</b>
<p>Goal: To create a business letter and movie poster to persuade the director to hire your client for the starring role in an upcoming Disney movie.</p> <p>Role: Hollywood Agent</p> <p>Audience: Producers/Casting Director of the Disney Movie</p> <p>Situation: You think your client possesses all the qualities that make them perfect to star in a sequel.</p> <p>Product, Performance, Purpose: Students will write a letter to the producer/casting director of the Disney movie. In addition, students will create a movie poster</p> <p>Standards for Success: Students must score a 4 on the Westbrook Public Schools writing rubric on their letter and must use proper letter format, topic and conclusion sentences and appropriate grammar and mechanics. Students must support their client through facts about the character. The poster should be neat, colorful, original, and creative. The grade will be evenly split between the letter and the poster.</p> <p>Disney is in the process of selecting the cast for a sequel to <i>Akeelah and the Bee</i> movie. You are an agent and have a client you think would be perfect for the starring role. You need to convince the movie producer the person you represent has all the characteristics that Disney is known for - determination, working hard, honesty etc. You will write a convincing letter to hopefully land your client the starring role, accentuating their positive attributes. These traits must also be integrated in a movie poster to support their role.</p>		
<p><b>Assessment Techniques:</b></p> <ul style="list-style-type: none"> <li>• The Westbrook Middle School writing rubric</li> <li>• The CMT Reading rubric for open-ended questions for short answer responses.</li> <li>• Teacher-created rubric</li> </ul>		
<p><b>Technology Integration:</b> Overheads, DVDs, SMART board, Tape Recorder.</p>		
<p><b>Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>• <b>Texts:</b> <i>Harcourt Brace Reading Series Theme 1, Charlie and the Chocolate Factory, How to Eat Fried Worms, Holes, Number the Stars, Shiloh.</i> <ul style="list-style-type: none"> <li>○ Nancy Boyles answer frames and Novel Ties.</li> <li>○ Harcourt Brace Spelling</li> <li>○ Grade 5 Daily Oral Language</li> </ul> </li> <li>• <b>Internet:</b> <ul style="list-style-type: none"> <li>○ <a href="http://www.DiscoveryEducation.com">www.DiscoveryEducation.com</a></li> <li>○ <a href="http://www.mce.k12tn.net/reading/fried_worms_unit.htm">http://www.mce.k12tn.net/reading/fried_worms_unit.htm</a></li> <li>○ <a href="http://www.cdli.ca">http://www.cdli.ca</a>, <a href="http://mce.k12tn.net">http://mce.k12tn.net</a></li> <li>○ <a href="http://www.carolhurst.com/titles/numberthestars.html">http://www.carolhurst.com/titles/numberthestars.html</a></li> <li>○ <a href="http://www.Louisacher.com">www.Louisacher.com</a></li> </ul> </li> <li>• <b>Videos/DVD (Multimedia):</b> <ul style="list-style-type: none"> <li>○ How to Eat Fried Worms</li> <li>○ Willy Wonka and the Chocolate Factory</li> <li>○ Holes</li> <li>○ My Brother's Keeper</li> <li>○ Shiloh</li> <li>○ Grammar Rocks.</li> </ul> </li> </ul>		

- **Speakers:** Sara Lang
- **Field Trip:** Winding Trails (Teambuilding), Farmington, CT
- **Other:**

**Sample Lessons/Learning Activities:**

- Literature circles to develop reading skills including: vocabulary, visualization or imagery, wondering, questioning, connections, predictions, and comprehension.
- Summaries using C-SPACE
- Introductory to five-paragraph expository essay
- Fall paragraph and poetry using sensory details.
- Interview a fellow student and share with class
- SLAMS (**S**entences are complete, **L**ine length equals answer length, **A**nswer the question(s), **M**echanics & grammar, **S**upport your answers with at least 2 details)
- Nancy Boyles answer frames and short stories to support CMT initiatives
- Daily Oral Language and mini lessons to support grammar skills
- Spelling to support spelling rules and conventions
- Wordly Wise for vocabulary and usage
- Empowering Writers, Comprehensive Expository Guide
- Compare/contrast expository essay (book to movie, elementary school to middle school, one season to another)
- Science Fiction/Fantasy Book Project

**Westbrook Public Schools  
Language Arts Curriculum  
Grade 5**

<b>Unit: Earth: A Changing Planet</b>	<b>Anticipated Length: 9 weeks</b>
<b>Reading Standards</b>	
<b>5Voc Vocabulary</b>	
5Voc.1 Use prior knowledge, context clues and graphic features to predict, clarify, and/or expand word meanings and concepts.	
5Voc.4 Explains grade-appropriate vocabulary, including content area vocabulary	
5Voc.10 Recognizes and uses vocabulary highlighting strategies incorporated in informational texts	
5Voc.11 Identifies and uses unique Internet features to locate meanings of unfamiliar words	
<b>5RC Reading Comprehension</b>	
5RC.1k Uses appropriate rate of reading depending upon the purpose for reading, text difficulty and prior knowledge of the topic	
5RC.2e2 Explain how a story would change if a different character narrated it.	
5RC.2f 2 Explains what makes a text engaging and appealing to a reader	
5RC.2g Makes and supports judgments about the quality of a text	
5RC.2h Identifies literary conventions and devices involving point of view, metaphor, imagery, onomatopoeia and style	
5RC.2i Explains how and why literary conventions and devices contribute to the meaning of a text	
5RC.1k Uses appropriate rate of reading depending upon the purpose for reading, text difficulty and prior knowledge of the topic	
5RC.3c Compare and contrast ideas, themes and/or issues across texts, and across texts representing multicultural experiences.	
5RC.3d Compare and contrast the same conflict from the point of view of two different characters.	
5RC.4a Take a position regarding a topic/issue.	
5RC.4b Evaluate the quality and value of text.	
5RC.5a Understand how the author’s experience and beliefs influence text.	
5RC.5c Understand the social and cultural perspective from which the author writes and how that contributes to the text.	
<b>Oral Language Standards</b>	
<b>5LS Listening/Speaking</b>	
5LS.2 Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed.	
5LS.3 Analyze how dialects are reflected in slang, jargon and language styles of different groups and individuals.	

## Writing Standards

### 5CPU Capitalization/Punctuation/Usage

**5CPU.6** Uses commas to set off interjections, e.g., *Okay, if you say so*; or explanatory phrases, e.g., *They stood together, away from the pile of stones in the corner, and their voices were quiet.*

**5CPU.14** Use new paragraphs to change speakers in dialogue.

### 5WG Writing Genres, Traits and Crafts

**5WG.1b** Uses some literary conventions and devices, such as metaphor and imagery

#### Knowledge:

*Students will know/understand:*

- Graphic features
- Context clues
- Word Meanings
- Concepts
- Structural Analysis (Word Attack)
- Grade appropriate vocabulary
- Content area vocabulary
- Internet features
- Informational text
- Reading rate
- Text difficulty
- Narrator
- Judgments
- Quality of texts
- Literary conventions and devices (Figurative Language)
  - Metaphor
  - Imagery
  - Onomatopoeia
  - Point of view
  - Style
- Compare and contrast
- Themes
- Issues
- Multicultural experience
- Conflict
- Character
- Position (Stance)
- Quality text
- Author's
  - Experience
  - Beliefs
  - Influence
  - Social perspective
  - Cultural perspective
- Oral presentation
- Audience
- Information
- Purpose
- Slang

#### Skills:

*Students will be able to:*

- Use prior knowledge to predict, clarify, and/or expand word meanings and concepts
- Use context clues to predict, clarify, and/or expand word meanings and concepts
- Use graphic features to predict, clarify, and/or expand word meanings and concepts
- Explain grade-appropriate vocabulary, including content area vocabulary
- Recognize and use vocabulary highlighting strategies incorporated in informational texts
- Identify and use Internet features to locate meanings of unfamiliar words
- Read at an appropriate rate, depending upon the purpose for reading, text difficulty and prior knowledge of the topic
- Explain how a narrator effects a story
- Explain what makes a text appealing to a reader
- Make and support judgments about the quality of a text
- Identify literary conventions and devices
- Explains how and why literary conventions and devices figures of speech contribute to the meaning of a text
- Compare and contrast ideas, themes and/or issues across texts
- Compare and contrast the same conflict from the point of view of two different characters.
- Take a position regarding a topic/issue
- Evaluate the quality and value of text.
- Understand how the author's experience and beliefs influence text.
- Understand how the social and cultural perspective from which the author writes contributes to the text.
- Make oral presentations that show consideration of audience, purpose and information to be conveyed

<ul style="list-style-type: none"> <li>• Jargon</li> <li>• Dialect</li> <li>• Language style</li> <li>• Commas</li> <li>• Interjections</li> <li>• Paragraphs</li> <li>• Dialogue</li> <li>• Sources</li> <li>• Research</li> <li>• Bibliographic format</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze how dialects are reflected in slang, jargon and language styles of different groups and individual</li> <li>• Correctly use commas to set off interjections</li> <li>• Correctly use new paragraphs to change speakers in dialogue</li> <li>• Cite sources in research using a bibliographic format</li> <li>• Uses some literary conventions and devices, (Figures of Speech)</li> </ul>		
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do the forces of nature shape and reshape our planet?</li> <li>• How do the natural changes on the Earth have an impact on Earth and its habitants?</li> </ul>	<p><b>Unit Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the causes and effects of weather and geologic phenomena?</li> <li>• How was the Everglades River formed and how have humans harmed the delicate ecosystem in the story “Everglades”?</li> <li>• In the novel <i>Escaping the Giant Wave</i> how do humans deal with natural disasters such as tsunamis? What factors can / cannot be controlled?</li> <li>• In <i>Oceans</i>, how does Seymour Simon instruct the reader on gravity and wind and the movement of the ocean?</li> </ul>		
<p><b>Possible Assessments:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher Created Tests</li> <li><input checked="" type="checkbox"/> Unit Tests</li> <li><input checked="" type="checkbox"/> Quizzes</li> <li><input type="checkbox"/> Others</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Student Presentations</li> <li><input type="checkbox"/> Entrance/exit slips</li> <li><input checked="" type="checkbox"/> Group Projects</li> </ul> </td> </tr> </table>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher Created Tests</li> <li><input checked="" type="checkbox"/> Unit Tests</li> <li><input checked="" type="checkbox"/> Quizzes</li> <li><input type="checkbox"/> Others</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Student Presentations</li> <li><input type="checkbox"/> Entrance/exit slips</li> <li><input checked="" type="checkbox"/> Group Projects</li> </ul>
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<p><b>Benchmark Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Teacher Created Tests       <ol style="list-style-type: none"> <li>a. Multiple-Choice: vocabulary, comprehension, literary devices</li> </ol> </li> <li>2. Harcourt Brace CMT Practice Activities for <i>Oceans &amp; Summer of Fire</i>: Reading comprehension, cloze, writing prompt</li> </ol>			

<b>Performance Task: Write an Article</b>	<input checked="" type="checkbox"/> <b>Required</b>	<input type="checkbox"/> <b>Optional</b>
<p>You must inform the public of the natural changes to the Earth, and the impact it has on the planet and its inhabitants. You will research a natural phenomenon and incorporate the information into a newspaper article. For example, a tsunami has hit an island in the Pacific Ocean. You must inform the public about this natural disaster and the impact such a catastrophe has on the local people and land. You will include a quote from your research to support your subject matter. Additionally, you must also have a graphic aid to enhance your topic. Examples of graphic aids are: actual photographs with captions, diagrams, graphs, maps, or magazine/newspaper pictures. Student created visual aids are acceptable and encouraged.</p> <p>Goal: To create a newspaper article with a graphic aid using the knowledge you have gained from your research.</p> <p>Role: You are an environmental journalist.</p> <p>Audience: newspaper readers</p> <p>Situation: You have been asked by the editor of a newspaper to write an article about a naturally occurring phenomenon.</p> <p>Product, Performance, Purpose: You will create a well written article to inform the public on how nature shapes our planet.</p> <p>Standards for Success: Writing process, vocabulary, spelling, capitalization, punctuation, grammar, reading comprehension and connections, illustrative materials.</p>		
<p><b>Assessment Techniques:</b></p> <ul style="list-style-type: none"> <li>• Westbrook Middle School writing rubric is used to grade expository essays</li> <li>• The CMT Reading rubric for open-ended questions for short answer responses</li> <li>• Teacher-created rubrics</li> </ul>		
<p><b>Technology Integration:</b> Overhead, DVD's, SMART Board, Tape Recorder, Internet Sites</p>		
<p><b>Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>• <b>Texts:</b> Harcourt Trophies Distant Voyages</li> <li>• <b>Novels:</b> <ul style="list-style-type: none"> <li>○ <u>The Green Book</u> by Jill Walsh</li> <li>○ <u>Escaping the Giant Wave</u> by Peg Kehret</li> </ul> </li> <li>• <b>Internet Sites:</b> <ul style="list-style-type: none"> <li>○ Harcourtschool.com, <a href="http://www-spf.gsfc.gov/stargaze/scolumb.htm">http://www-spf.gsfc.gov/stargaze/scolumb.htm</a>, <a href="http://primary-school-lesson.plans.suite101.com">http://primary-school-lesson.plans.suite101.com</a></li> <li>○ Google Earth</li> <li>○ Discoveryeducation.com</li> <li>○ <a href="http://www.worldweather.org">www.worldweather.org</a></li> <li>○ <a href="http://www.weather.com">www.weather.com</a></li> <li>○ <a href="http://www.stormsurf.com">www.stormsurf.com</a></li> </ul> </li> <li>• <b>Videos/DVD (Multimedia):</b> Harcourt Brace books on tape</li> <li>• <b>Speakers:</b></li> </ul>		

- **Fieldtrips:** Science Center in Hartford, CT
- **Other:** Cross-curricular Science activities/lesson regarding the sun, moon, earth, and tides

**Sample Lessons/Learning Activities:**

- Write a book review on a grade level book selected by the student.
- Figures of speech book
- Parts of speech book
- Readers Workshop
- Strengths and weaknesses in writing based on writing rubric.
- Students take a stand based on a picture of a public park. One side is well manicured, and the other is polluted and unkempt. How are humans hurting and helping the environment?
- Write a paragraph and poem about fall based on sensory details.
- Daily Oral Language and mini lessons to support grammar skills
- Harcourt Brace Spelling
- Nancy Boyles answer frames and reading strategies

**Westbrook Public Schools  
Language Arts Curriculum  
Grade 5**

<b>Unit: Teamwork</b>	<b>Anticipated Length: 9 weeks</b>
<b>Reading Standards</b>	
<b>5Voc Vocabulary</b>	
<b>5Voc.5</b> Explains less common homophones and homographs (e.g., <i>accept, except; affect, effect</i> )	
<b>5Voc.7</b> Uses grade-appropriate words in correct contexts	
<b>5Voc.8</b> Infers word meanings from less common roots, prefixes, suffixes, and derivations (e.g., <i>auto</i> = self, <i>graph</i> = writing)	
<b>5Voc.9</b> Uses word origins to comprehend unfamiliar words, including words from content areas	
<b>5RC Reading Comprehension</b>	
<b>5RC.1e</b> Reads grade-appropriate texts, including content textbooks, independently and silently	
<b>5RC.1f</b> Reads any grade-level text aloud with accuracy, fluency and expression	
<b>5RC.1g</b> Answers literal and inferential comprehension questions about grade-appropriate texts, including content texts, that she/he has read and/or listened to	
<b>5RC.1h</b> Applies a wide range of comprehension strategies (e.g., summarization, inferencing, prediction, activating prior knowledge and generating questions) to grade-appropriate texts, including content texts, that he/she has read and/or listened to	
<b>5RC.1i</b> Clarifies understanding of the text by identifying inconsistencies and ambiguities	
<b>5RC.1j</b> Previews texts to determine text structure, vocabulary and concept difficulty	
<b>5RC.2d</b> Summarize the major actions that define the plot and how actions lead to conflict or resolution.	
<b>5RC.3b</b> Explain the characteristics of various genres.	
<b>5RC.3a</b> Follow multi-step directions in a procedural text and explain and/or follow the process.	
<b>5RC.5b</b> Recognize author’s perspective, e.g., opinion about an idea, stand on an issue, perspective on a topic, and cite supporting literary/narrative text details or information text facts.	
<b>5RC.5e</b> Explain how information in a text could be used to solve a problem and cite text-based examples, e.g., use information from an article about when fruits and vegetables are in season to save money at the grocery store, determine how people work together to accomplish goals, determine how people and animals work together for mutual benefit, determine how the forces of Nature shape our planet and impact its inhabitants	
<b>5RC.6c</b> Set reading goals, create a plan to meet those goals, and monitor progress.	
<b>Writing Standards</b>	
<b>5SP Spelling</b>	
<b>5SP.3</b> Use multiple strategies to spell.	
Examples:	
▪ visual patterns, e.g., <i>-ion</i> endings	
▪ sound patterns, e.g., easily confused endings <i>-able/-ible, -ant/-ent</i>	
▪ affixes, e.g., <i>pre-, in-, un-, -ed, -ing, -graph</i>	

<ul style="list-style-type: none"> <li>▪ rules, e.g., “i” before “e” rule</li> <li>▪ self-corrects spelling errors</li> </ul> <p><b>5SP.4</b> Spells grade-appropriate words taught as part of the curriculum, including important content words</p> <p><b>5SP.5</b> Spells many common homophones correctly (e.g., <i>its, it’s; know, no; your, you’re</i>)</p> <p><b>5SP.6</b> Uses knowledge about morphology and structural analysis in spelling grade-appropriate words, including important content words</p> <p><b>5CPU Capitalization/Punctuation/Usage</b></p> <p><b>5CPU.17</b> Capitalizes titles of people and names of organizations, nationalities, buildings, historical events</p> <p><b>5CPU.18</b> Uses a comma correctly before the conjunction in compound sentences</p> <p><b>5CPU.19</b> Maintains subject-verb agreement with intervening phrase (e.g., <i>The girls at the end of the hall were ...</i>)</p> <p><b>5CPU.20</b> Uses present, past, and future verb tenses correctly</p> <p><b>5CPU.21</b> Uses correct and unambiguous pronoun reference</p> <p><b>5WP.2 Drafting</b></p> <p><b>5WP.2b</b> Makes use of transition words in writing (e.g., <i>however, therefore</i>)</p> <p><b>5WP.4 Editing</b></p> <p><b>5WP.4a</b> Use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing.</p> <p><b>5WG Writing Genres, Traits and Crafts</b></p> <p><b>5WG.3a</b> Write an explanatory piece, building up to the most important point.</p> <p><b>5WG.3b</b> Write book reviews.</p> <p><b>5WG.3d</b> Presents a clear main idea or topic in expository writing</p> <p><b>5WG.3e</b> Presents written ideas in logical order</p> <p><b>5WG.3f</b> Writes a fully developed expository piece of writing</p>
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<p><b>Knowledge:</b> <i>Students will know/understand:</i></p> <ul style="list-style-type: none"> <li>• Homophones (Pair, Pear) (accept, except)(affect, effect)</li> <li>• Homographs (fair/county: fair/reasonable)</li> <li>• Grade appropriate words</li> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Root words</li> <li>• Derivations of words</li> <li>• Word origins</li> <li>• Grade appropriate text</li> <li>• Content textbooks</li> <li>• Accuracy</li> <li>• Fluency</li> <li>• Expression</li> <li>• Inferential comprehension questions</li> <li>• Literal comprehension questions</li> <li>• Comprehension Strategies <ul style="list-style-type: none"> <li>○ Summarization</li> <li>○ Prediction</li> <li>○ Inferencing</li> <li>○ Activating prior knowledge</li> <li>○ Generating questions</li> </ul> </li> </ul>	<p><b>Skills:</b> <i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Explain less common homophones and homographs</li> <li>• Use grade-appropriate words in correct contexts</li> <li>• Infer word meanings from less common roots, prefixes, suffixes, and derivations</li> <li>• Use word origins to comprehend unfamiliar words, including words from content areas</li> <li>• Read grade-appropriate texts independently and silently</li> <li>• Read grade-appropriate content textbooks independently and silently</li> <li>• Read any grade-level text aloud with accuracy, fluency and expression</li> <li>• Answer literal and inferential comprehension questions texts, that she/he has read and/or listened to</li> <li>• Apply a wide range of comprehension strategies to texts that he/she has read and/or listened to</li> </ul>
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<ul style="list-style-type: none"> <li>• Inconsistencies in text</li> <li>• Ambiguities (confusion) in text</li> <li>• Text structure</li> <li>• Vocabulary</li> <li>• Concept (topic) difficulty</li> <li>• Plot</li> <li>• Conflict</li> <li>• Resolution</li> <li>• Multi-step directions</li> <li>• Process</li> <li>• Procedural text</li> <li>• Characteristics</li> <li>• Genre</li> <li>• Literary text details</li> <li>• Narrative text details</li> <li>• Informational text</li> <li>• Author's perspective (opinion)</li> <li>• Reading goals/plan</li> <li>• Multiple spelling strategies <ul style="list-style-type: none"> <li>○ Visual patterns</li> <li>○ Sound patterns</li> <li>○ Affixes</li> <li>○ Rules</li> <li>○ Self-corrected spelling errors</li> </ul> </li> <li>• Content words</li> <li>• Morphology (study of the structure and content of word forms)</li> <li>• Structural analysis</li> <li>• Spelling patterns</li> <li>• Capitalization <ul style="list-style-type: none"> <li>○ Titles of people</li> <li>○ Names of organizations</li> <li>○ Nationalities</li> <li>○ Buildings</li> <li>○ Historical events</li> </ul> </li> <li>• Comma</li> <li>• Conjunction</li> <li>• Compound sentences</li> <li>• Subject-verb agreement</li> <li>• Intervening phrase</li> <li>• Present/past/future verbs</li> <li>• Pronoun reference</li> <li>• Transition words</li> <li>• Multiple resources <ul style="list-style-type: none"> <li>○ Dictionary</li> <li>○ Glossary</li> <li>○ Thesaurus</li> </ul> </li> <li>• Expository piece</li> <li>• Main Idea</li> <li>• Logical Order</li> <li>• Book review</li> </ul>	<ul style="list-style-type: none"> <li>• Clarify understanding of the text by identifying inconsistencies and ambiguities</li> <li>• Preview texts to determine text structure, vocabulary and concept difficulty</li> <li>• Summarize the major actions that define the plot</li> <li>• Summarize how actions lead to conflict or resolution.</li> <li>• Explain the characteristics of various genres.</li> <li>• Follow multi-step directions in a procedural text and explain and/or follow the process.</li> <li>• Recognize author's perspective and cite supporting literary/narrative text details or information text facts.</li> <li>• Explain how information in a text could be used to solve a problem and cite text-based examples</li> <li>• Set reading goals</li> <li>• Create a plan to meet reading goals</li> <li>• Monitor progress of reading goals</li> <li>• Use multiple strategies to spell.</li> <li>• Spell grade-appropriate words taught including important content words</li> <li>• Spell common homophones correctly</li> <li>• Use knowledge about the structure and content of word forms (morphology) in spelling</li> <li>• Use structural analysis in spelling</li> <li>• Correctly capitalizes titles of people and names of organizations, nationalities, buildings, historical events</li> <li>• Correctly uses a comma before the conjunction in compound sentences</li> <li>• Maintain subject-verb agreement with intervening phrase</li> <li>• Use present, past, and future verb tenses correctly</li> <li>• Use correct and unambiguous pronoun reference</li> <li>• Make use of transition words in writing</li> <li>• Use multiple resources for proofreading and editing.</li> <li>• Write an explanatory piece, building up to the most important point.</li> <li>• Write book reviews</li> <li>• Present a clear main idea/topic in expository writing</li> <li>• Present written ideas in logical order</li> <li>• Write a fully developed expository piece of writing</li> </ul>
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<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What allows a team to be successful?</li> <li>• How do humans and animals work together for mutual benefit?</li> <li>• What makes an effective leader?</li> <li>• What skills are necessary for survival?</li> </ul>	<p><b>Unit Questions:</b></p> <ul style="list-style-type: none"> <li>• In the story “Iditarod Dream” what qualities does it take to work well and cooperate with others?</li> <li>• When faced with adversity, How do the authors of <i>Hatchet</i>, “Island of the Blue Dolphin” or “We’ll never Forget You, Roberto Clemente” teach how the human spirit unites people?</li> <li>• What are the components of a team?</li> <li>• In novels by Gary Paulsen to what extent do humans and animals work together for mutual benefit?</li> <li>• Does a team always need to have a leader?</li> <li>• Does an effective leader make for an effective team?</li> </ul>								
<p><b>Possible Assessments:</b></p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Teacher Created Tests</td> <td><input type="checkbox"/> Student Presentations</td> </tr> <tr> <td><input checked="" type="checkbox"/> Unit Tests</td> <td><input type="checkbox"/> Entrance/exit slips</td> </tr> <tr> <td><input checked="" type="checkbox"/> Quizzes</td> <td><input type="checkbox"/> Group Projects</td> </tr> <tr> <td><input type="checkbox"/> Others</td> <td></td> </tr> </table>		<input checked="" type="checkbox"/> Teacher Created Tests	<input type="checkbox"/> Student Presentations	<input checked="" type="checkbox"/> Unit Tests	<input type="checkbox"/> Entrance/exit slips	<input checked="" type="checkbox"/> Quizzes	<input type="checkbox"/> Group Projects	<input type="checkbox"/> Others	
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<p><b>Benchmark Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Teacher Created Tests:       <ol style="list-style-type: none"> <li>a. Multiple-Choice: vocabulary, comprehension, literary devices</li> </ol> </li> <li>2. Harcourt Brace CMT Practice Activities; <i>Island of the Blue Dolphins</i>- Reading comprehension, cloze, and writing prompt</li> </ol>									
<p><b>Performance Task: The Iditarod</b></p>	<p><input checked="" type="checkbox"/> <b>Required</b>      <input type="checkbox"/> <b>Optional</b></p>								
<p>Goal: As a television news journalist or Iditarod team member, you will be part of an interviewer/interviewee team who must report the news to the public</p> <p>Role: A television news journalist or Iditarod team member</p> <p>Audience: The public, sports enthusiasts</p> <p>Situation: You have been asked to research the Iditarod races and provide information by taking on the role of a reporter or a team member.</p> <p>Product, Performance, Purpose: Research questions and answers, presentation</p> <p>Standards For Success: Research skills, public speaking (tone, voice, eye contact, body language), vocabulary, spelling, capitalization, punctuation, grammar, reading comprehension.</p> <p>A teacher-created rubric will assess how well each student conducts research, uses the internet and other resources, organizes information in question/answer form in his/her notebook and presents the information.</p>									

You have just been assigned to cover the Iditarod races. With a partner, you may take one of two roles. As television news reporter, you will report from the race. You will interview a member of the team to provide the public with firsthand knowledge of the teamwork it takes to have a successful race. You will ask thought provoking questions that provide the public with information on how to effectively function as a group. As a team member being interviewed, you must have knowledge on dog care, trail conditions, safety, equipment, maps, and weather. In order to provide the public with factual information, you will research the Iditarod races together. Collectively, you will create the questions and answers as you research and learn. Remember, you want this interview to be eye catching and informative! Have fun and play your part! 5 W's!

**Assessment Techniques:**

- Westbrook Middle School writing rubric
- The CMT Reading rubric for open-ended questions for short answer responses
- Teacher-created rubrics

**Technology Integration:** Microsoft Word, Internet Sites, DVDs, SMART Board

**Resources/Materials:**

- **Texts:**
  - Harcourt Brace Trophies-“Iditarod Dream”
  - Books for all Learners- *Adventure In Alaska, Traveling Around Alaska, The Legend of Arctic Ice, Hatchet, My Side of the Mountain, Spirit Bear, Dogsong, Akiak, Julie of the Wolves, Balto*
- **Internet Sites:**
  - Iditarod.com, [www.ultimateiditarod.com](http://www.ultimateiditarod.com)
  - adn.com (Anchorage Daily News)
  - teacher.scholastic.com/activities/itarod (interactive)
- **Videos/DVD (Multimedia):**
  - Balto
  - Iron Will
  - Eight Degrees Below
- **Speakers:** Local speakers on dog sledding, if available
- **Fieldtrips:**
  - Roaring Brook Nature Center, West Harford, CT
  - Bushy Hill Nature Center, Ivoryton, CT
- **Other:** Outdoor magazines: “Alaska Magazine”

**Sample Lessons/Learning Activities:**

- Parts of speech book – Students create a book using all eight parts of speech. Each page has a definition, examples, underlined examples used in a well written paragraph, and an illustration.
- Nancy Boyles frames for summary, main idea, character
- Iditarod math and extra packet to attach
- Literature circles
- Reinforce answering questions using SLAMS

- Summarizing using C-SPACE - **C**haracters, **S**etting, **P**roblem, **A**ction, **C**onclusion, **E**motion
- Teach narrative elements using Harcourt Brace overheads, worksheets etc
- Address - types of sentences interrogative, exclamatory, imperative, and declarative
- Address simple/compound subjects and predicates
- Address fragments and run-on sentences
- Author study Gary Paulson

**Westbrook Public Schools  
English Curriculum  
Grade 5**

<b>Unit: Express Yourself</b>	<b>Anticipated Length: 9 weeks</b>
<b>Reading Standards:</b>	
<b>5RC Reading Comprehension</b>	
5RC.1i Clarifies understanding of the text by identifying inconsistencies and ambiguities	
5RC.1i Reads and understands editorials	
5RC.1m Reads and understands materials involving a range of everyday tasks, including bus or train schedules, step-by-step directions, recipes, catalogs, manuals and classified ads	
5RC.2j Explains the effect of sound and structure in poetry	
5RC.3i Writes well-developed literature responses that support judgments through reference to the text and to prior knowledge	
5RC.5d Examine and determine the validity of sources of information	
<b>Writing Standards:</b>	
<b>5CPU Capitalization/Punctuation/Usage</b>	
5CPU.5 Use periods in abbreviations, e.g., <i>pg.</i> , <i>ft.</i>	
5CPU.10 Use hyphens to join numbers, e.g., <i>pages 1-3</i> ; <i>the Mariners won 17-6</i> .	
5CPU.11 Use ellipsis (...) to show omitted words and to show a pause.	
5CPU.12 Use semicolon between two independent clauses.	
5CPU.14 Use new paragraphs to change speakers in dialogue.	
5CPU.15 Cite sources in research using a bibliographic format.	
<b>5 WG Writing Genres</b>	
5WG.1a Integrate descriptive writing into other modes, using literary techniques, e.g., flashback, specific word choice, character development, sensory details	
5WG.2b Write a historical fiction essay, using primary sources.	
5WG.4a Write a persuasive piece, using “if-and-then” structure	
5WG.5a Write poems that incorporate basic poetic techniques, such as alliteration, metaphor and imagery	
5WG.5b Write such poetic forms as haiku, a rap, ballad, lyric, cacophony	
5WG.5c Write words to the music of an already existing song.	
5WG.5d Include more than one form/genre in a single piece, e.g., a report about salmon that includes a poem, fact box and story, a report about pollution that includes a poem, fact box and story.	
5WG.5e Write a variety of sentence lengths; write a variety of sentence beginnings, e.g., starts with a participial phrase: <i>Laughing loudly, they walked down the hall</i> ; write a variety of sentence structures, e.g., <i>Mike, busy with his homework, didn't hear the telephone ring. Although he wanted to keep working, Tran took the call. He kept it short</i> ; write with a sense of rhythm, and may use fragments in dialogue as appropriate.	

**Knowledge:**

*Students will know/understand:*

- Inconsistencies
- Ambiguities
- Editorials
- Schedules
- Step-by-step directions
- Classified ads
- Catalogs
- Manuals
- Classified ads
- Recipes
- Bus or train schedules
- Poetry
- Structure of poetry
- Judgments
- Validity
- Sources of information
- Periods
- Abbreviations
- Hyphens
- Ellipsis
- Independent clause
- Semicolon
- Dialogue
- Bibliographical resources
- Research
- Descriptive writing
- Literary techniques
  - flashback
  - character development
  - sensory details
- Biography
- Interview
- Historical fiction
- Persuasive piece
- If- and -then
- Cause and effect
- Poetic techniques
- Alliteration
- Metaphor
- Imagery
- Poetic forms
  - haiku
  - rap
  - ballad
  - Lyric
  - cacophony
- Genre
- Variety of sentence lengths
- Sentence beginnings

**Skills:**

*Students will be able to:*

- Clarify understanding of the text by identifying inconsistencies and ambiguities
- Reads and understand editorials
- Read and understand materials involving a range of everyday tasks
- Explain the effect of sound and structure in poetry
- Examine and determine the validity of sources of information
- Write well-developed literature responses that support judgments through reference text and prior knowledge
- Use periods in abbreviations
- Use hyphens to join numbers.
- Use ellipsis (...) to show omitted words and to show a pause.
- Use semicolon between two independent clauses
- Use new paragraphs to change speakers in dialogue
- Cite sources in research using a bibliographic format.
- Integrate descriptive writing into other modes, using literary techniques.
- Write a historical fiction essay, using primary sources.
- Write a persuasive piece, using “if-and-then” structure
- Write poems that incorporate basic poetic techniques, such as alliteration, metaphor and imagery
- Write such poetic forms as haiku, a rap, ballad, lyric, cacophony
- Write words to the music of an already existing song.
- Include more than one form/genre in a single piece
- Write a variety of sentence lengths
- Write a variety of sentence beginnings
- Write with a sense of rhythm
- Use fragments in dialogue as appropriate.

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What contributes to a person’s creativity?</li> </ul>	<p><b>Unit Questions:</b></p> <ul style="list-style-type: none"> <li>• How did William Joyce develop interests and talents in the story “The World of William Joyce Scrapbook” so they become part of his adult life?</li> <li>• What interests can become lifelong hobbies or professions?</li> <li>• What are your interests and hobbies and why?</li> <li>• What are some different forms of creativity?</li> <li>• How do creative children grow up to be creative adults?</li> <li>• How do we tap into our own creativity?</li> <li>• What are the benefits of being creative?</li> </ul>
<p><b>Possible Assessments:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher Created Tests</li> <li><input checked="" type="checkbox"/> Unit Tests</li> <li><input checked="" type="checkbox"/> Quizzes</li> <li><input checked="" type="checkbox"/> Others: Book Projects</li> <li><input checked="" type="checkbox"/> Student Presentations</li> <li><input type="checkbox"/> Entrance/exit slips</li> <li><input checked="" type="checkbox"/> Group Projects</li> </ul>	
<p><b>Benchmark Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Teacher Created Tests <ol style="list-style-type: none"> <li>a. Multiple-Choice: vocabulary, comprehension, literary devices</li> </ol> </li> </ol>	
<p><b>Performance Task: Author’s Tea</b></p>	<p><input checked="" type="checkbox"/> <b>Required</b>      <input type="checkbox"/> <b>Optional</b></p>
<p>Goal: Your task is to tap into your creativity through writing as well as presentation.</p> <p>Role: Your job is to host and produce a reception in the form of an Author’s Tea</p> <p>Audience: Family, friends, peers &amp; teachers</p> <p>Situation: The context you find yourself in is to host and present pieces of work that represent your creativity and inventiveness as a presenter and author.</p> <p>Product, Performance, Purpose: Choose work that is a true representation of you!</p> <p>Standards for Success: Effective public speaking (tone &amp; speed, voice, eye contact, body language), communication skills, overall preparedness for the event.</p> <p>Your role is to be yourself! Your culminating Grade 5 Language Arts project is to present two pieces of written work that represents your originality and uniqueness as an author. You must pick from any Grade 5 Language Art writing assignment.</p> <p>You will share your work at an in-school Authors’ Tea with an audience.</p>	

**Assessment Techniques:**

- Westbrook Middle School writing rubric
- The CMT Reading rubric for open-ended questions for short answer responses.
- Teacher-created rubrics

**Technology Integration:** DVDs, Internet sites, SMART Boards

**Resources/Materials:**

- **Texts:** Harcourt Brace-Trophies
- **Literature books to include:**
  - *Crispin: The Cross of Lead*
  - *The Whipping Boy*
  - *Tales of Despereaux*
  - *The Door in the Wall*
- **Internet:**
  - [www.medievalfile.com](http://www.medievalfile.com), [www.catedicamillo.com/books/tale.html](http://www.catedicamillo.com/books/tale.html)
  - [www.mrdonn.org](http://www.mrdonn.org)
  - <http://suzyred.com/2004crispin>
- **WMS selections on medieval times**

**Sample Lessons/Learning Activities:**

- Personal Timeline
- Spring Analogies
- Favorite Spring activity using sensory details.
- Read *Harold and the Purple Crayon*. Students draw a story and then write a narrative about their illustration. Include different beginnings and endings.
- Poetry Unit
- “How to” book project- students read a book on how to do something and present the lesson to the class. Examples are: origami, dog grooming, instrument playing, paper airplane making, no cook recipes.
- Medieval Newspaper
  - **Goal:** To create a medieval component for a class Medieval newspaper.
  - **Role:** Newspaper journalist, editor, illustrator, employee
  - **Situation:** You have been asked to compose a Medieval Times article/advertisement for a newspaper.
  - **Product, Performance, Purpose:** Research, article, illustrations in the form of a newspaper advertisement, the product will appear vintage looking using tea stains and edge burning.

- **Standards for Success:** writing process, newspaper study, literary devices, vocabulary, terminology, spelling, capitalization, punctuation, grammar, illustrative materials, medieval knowledge
  
- Imagine you are living in the Medieval Ages. The class will produce a newspaper from the Medieval Ages. Your task is to write a newspaper article using time related terminology, vocabulary, and appropriate social and life events from that era. You will chose one component (breaking/local news, police/fire log, politics/affairs, obituaries, editorial, cartoon, wedding/birth announcements, advertisements, weather, health/food, classifieds, sports) of the paper to contribute to the overall production of the class paper. You are concurrently studying the Medieval Ages in Social Studies, so you will have a great deal of information to pull from.