

Grade Curriculum Map
Instructional Plan for 5 Classical Language Arts
Robert J. Buss & Steve Lehman
St. Paul's Lutheran School
Revised: June 2021

Grade 5 Curriculum
Instructional Plan for Classical Language Arts: Grammar, Spelling, Handwriting, and Writing Process
Submitted by Robert J. Buss
Written: July 2019

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	Content Type	Objectives	Standards	Assessment	Materials
A U G U S T & S E P T E M B E R	<ul style="list-style-type: none"> 24 	<ul style="list-style-type: none"> Vocabulary building: active vocabulary journal Review of cursive writing formation Spelling, Vocabulary, and Poetry Language Writing Process <ul style="list-style-type: none"> Letters— friendly, post cards, thank-you notes Grammar <ul style="list-style-type: none"> Sentence structure, kinds of sentences Identifying subject and predicate nouns Capitalization: <ul style="list-style-type: none"> First word in every line of poetry, every sentence, direct quotations Pronoun I Proper nouns: <ul style="list-style-type: none"> Names, initials Nationalities, races, religions Days, holidays, months Historical events or periods, organizations, businesses, ships, awards Nouns: <ul style="list-style-type: none"> Common, proper, compound, plural Nouns as antecedents, subjects Nouns as direct object, indirect object, predicate nominative, object of preposition Pronouns: <ul style="list-style-type: none"> Personal pronouns (subject, object, possessive) Compound, interrogative, demonstrative 	<ul style="list-style-type: none"> Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking & Listening: 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Conventions of Language: <ul style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase W.5.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. 	<ul style="list-style-type: none"> Daily Language lessons and homework completed 5th: Weekly Spelling and Poetry Assignments 6th Weekly Spelling lists and vocabulary activities Micro-writing assignments for in-class credit One Reader's Response paper Chapter Tests in language Weekly Spelling tests Handwriting seatwork completed weekly 	<p>Abeka Language B -5th Lessons: 1-23</p> <p>Abeka Language C - 6th Lessons: 1-23</p> <p>Handwriting 5 Weeks: 1-5</p> <p>Handwriting 6 Weeks: 1-5</p> <p>Spelling, Vocabulary, & Poetry 5 Lessons: 1-5</p> <p>Spelling 6 List: 1-5</p> <p>Novel: Fledgling</p>

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		<ul style="list-style-type: none"> ○ Subject and verb agreement with pronouns ○ Spelling: <ul style="list-style-type: none"> ■ Master spelling and vocabulary lists including: <ul style="list-style-type: none"> ■ Vocabulary words and definitions ■ Synonyms and homonyms ■ Antonyms ■ Use vocabulary words in proper context ■ Memorize vocabulary definitions 			
O C T O B E R	<ul style="list-style-type: none"> • 20 	<ul style="list-style-type: none"> • Oral reading • Reading comprehension: Narrator Point of View • Speed reading • Vocabulary building • Review of cursive writing formation • Spelling, Vocabulary, and Poetry • Language Writing Process <ul style="list-style-type: none"> ○ Gathering information ○ Writing with details ○ Writing an encyclopedia report • Writing book reports begins: 2/month • Grammar <ul style="list-style-type: none"> ○ punctuation, capitalization • Recognizing and using 3 parts of speech; noun, verb, pronoun • Capitalization: <ul style="list-style-type: none"> ○ First word in every line of poetry, ○ every sentence, ○ direct quotations • Pronoun I • Proper nouns: <ul style="list-style-type: none"> ○ Names, initials ○ Nationalities, races, religions 	<ul style="list-style-type: none"> • Writing: Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> ○ a. Introduce claim(s) and organize the reasons and evidence clearly. ○ b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. ○ c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. ○ d. Establish and maintain a formal style. ○ e. Provide a concluding statement or section that follows from the argument presented. • Speaking & Listening: 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> ○ b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • Conventions of English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). • W.5.2 Write text in a variety of modes: <ul style="list-style-type: none"> ○ b. Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related 	<ul style="list-style-type: none"> • Daily Language lessons and homework completed • 5th: Weekly Spelling and Poetry Assignments • 6th Weekly Spelling lists and vocabulary activities • Micro-writing assignments for in-class credit • One Reader's Response paper • Chapter Tests in language • Weekly Spelling tests • Handwriting seatwork completed weekly 	<p>Abeka Language B -5th Lessons: 24-44</p> <p>Abeka Language C - 6th Lessons: 24-44</p> <p>Handwriting 5 Weeks: 6-9</p> <p>Handwriting 6 Weeks: 6-9</p> <p>Spelling & Poetry 5 Lessons: 6-9</p> <p>Spelling 6 List: 6-9</p> <p>Novel: Rascal</p>

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		<ul style="list-style-type: none"> ○ Days, holidays, months ○ Historical events or periods, organizations, businesses, ships, awards ● Other particular nouns ● Geographical locations: streets, cities, states; regions of the country or world; countries, continents ● Geographical features ● Recreational areas, planets ● Proper adjectives ● First and last words and all important words in the following titles: <ul style="list-style-type: none"> ○ Books, magazines, poems, and stories ○ Plays, paintings, and other works of art ● Adjectives: <ul style="list-style-type: none"> ○ Proper ○ Adjectives that look like verbs ○ Possessive nouns and pronouns as adjectives ○ Predicate adjectives ○ Distinction between adjectives modifying noun and a compound noun ○ Positive, comparative, and superlative degrees ○ Comparison of irregular adjectives <p>Spelling:</p> <ul style="list-style-type: none"> ● Correctly write sentences dictated by teacher using vocabulary words ● Create good sentences using spelling and vocabulary words ● Proofread for spelling 	<p>information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.</p> <ul style="list-style-type: none"> ● W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. 		
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NOVEMBER	<ul style="list-style-type: none"> 19 	<ul style="list-style-type: none"> Vocabulary building Practice penmanship through creative writing and word exercises Spelling, Vocabulary, and Poetry Language Writing Process: Creative writing Grammar <ul style="list-style-type: none"> punctuation, capitalization facts, abbreviations, possessive words Word usage (deciphering plurals, possessives and contractions) Forming plurals and common contractions Recognizing and using 4 parts of speech: noun, verb, pronoun, adjective Title of person before a name Titles used instead of a name in direct address Nouns referring to the Bible; nouns and pronouns referring to God Punctuation: <ul style="list-style-type: none"> End marks Commas: <ul style="list-style-type: none"> To separate three or more items in a series To separate two or more adjectives before a noun Before coordinating conjunctions joining a compound sentence To separate items in a date or address After salutation of a friendly letter and closing of any letter After well, yes, no, and why at beginning of sentence To set off words of direct address, direct quotation Adverbs: 	<ul style="list-style-type: none"> Writing: 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events. Speaking & Listening: 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. Conventions of English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* W.5.7 Conduct short student-driven inquiry projects that use several sources to build knowledge through investigation of different aspects of a topic 	<ul style="list-style-type: none"> Personal Narrative writing 2-3 pages scored with rubric in stages of the writing process Daily Language lessons and homework completed 5th: Weekly Spelling and Poetry Assignments 6th Weekly Spelling lists and vocabulary activities Micro-writing assignments for in-class credit One Reader's Response paper Chapter Tests in language Weekly Spelling tests Handwriting seatwork completed weekly 	<p>Abeka Language B -5th Lessons: 45-62 Abeka Language C - 6th Lessons: 45-62</p> <p>Handwriting 5 Weeks: 10-13 Handwriting 6 Weeks: 10-13</p> <p>Spelling & Poetry 5 Lessons: 10-13 Spelling 6 List: 10-13</p> <p>Novel: Hatchet</p>

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		<ul style="list-style-type: none"> o Know adverbs modify verbs, adjectives, and other adverbs • Distinguish adjectives from adverbs • Use modifiers correctly <ul style="list-style-type: none"> o Use good and well correctly o Use adverbs and negatives correctly o Compare adverbs • Prepositions: <ul style="list-style-type: none"> o Prepositional phrase o Object of preposition o Adjective or adverb phrase o Preposition or adverb o Diagram prepositional phrases • Conjunctions: and, but, or, nor, for, yet • Interjections: <ul style="list-style-type: none"> o Punctuation o Diagram <p>Spelling:</p> <ul style="list-style-type: none"> • Proofread for spelling errors: recognize misspelled words in pairs, lists, and sentences • Apply spelling and phonics concepts through daily teacher-directed oral practice and independent written practice • Learn background information on some spelling and vocabulary words 	<ul style="list-style-type: none"> • W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. 		
D E C E M B E R	<ul style="list-style-type: none"> • 15 	<ul style="list-style-type: none"> • Practice penmanship through creative writing and word exercises • Two poems committed to memory • Writing Process: Gathering information • Dictionary skills • Grammar: Recognizing and using 5 parts of speech: noun, pronoun, verb, adjective, adverb • Write a Movie vs. Book Review and Use Peer Editing to Revise • Apostrophes: <ul style="list-style-type: none"> o To form contractions and possessive words o To form the plural of letters 	<ul style="list-style-type: none"> • Informational Text: <ul style="list-style-type: none"> o 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). o 9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). • Writing: 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Speaking & Listening: 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. 	<ul style="list-style-type: none"> • Daily Language lessons and homework completed • 5th: Weekly Spelling and Poetry Assignments • 6th Weekly Spelling lists and vocabulary activities • Micro-writing assignments for in-class credit • One Reader's Response paper 	<p>Abeka Language B -5th Lessons: 63-78 Abeka Language C - 6th Lessons: 63-78</p> <p>Handwriting 5 Weeks: 14-16 Handwriting 6 Weeks: 14-16</p> <p>Spelling & Poetry 5 Lessons: 14-16 Spelling 6 List: 14-16</p>

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		<ul style="list-style-type: none"> • Colons: <ul style="list-style-type: none"> o To write time o After salutation of business letters o In Scripture references • Hyphens: to divide a word at end of line • Word study and diction: • Use the best words; use specific words • Understand synonyms, homonyms, and antonyms • Use the dictionary • Use the thesaurus • Correctly use: <ul style="list-style-type: none"> o between, among; o can, may; o less, fewer o amount, number • Write a book report with character sketch using the Writing Process <ul style="list-style-type: none"> o Use a checklist for book reports <p>Spelling:</p> <ul style="list-style-type: none"> • Learn the spelling and abbreviation for each book of the Bible • Distinguish between pairs of words commonly used as synonyms, antonyms, or homonyms 	<ul style="list-style-type: none"> • Conventions of English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> o b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). o c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. o d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). • W.5.2 Write text in a variety of modes: <ul style="list-style-type: none"> o a. Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose. o c. Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. 	<ul style="list-style-type: none"> • Chapter Tests in language • Weekly Spelling tests • Handwriting seatwork completed weekly 	<p>Biography & poetry Diary of Anne Frank</p>
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J A N U A R Y	<ul style="list-style-type: none"> 21 	<ul style="list-style-type: none"> Two poems committed to memory Grammar: Recognizing and using 6 parts of speech: noun, verb, pronoun, adjective, adverb, conjunction Dictionary skills, glossary skills Writing a Paper for the science project (research paper) Semicolons: <ul style="list-style-type: none"> to separate simple sentences not joined by conjunction Underline: <ul style="list-style-type: none"> Titles of books, newspapers, ships, plays, sculptures, paintings, and other works of art Titles of films, planes, trains Quotation marks: <ul style="list-style-type: none"> With direct quotations With titles of short stories, poems, songs, chapters, articles, other parts of books, magazines, and newspapers Write: <ul style="list-style-type: none"> Friendly letters Post cards Thank-you notes Spelling: <ul style="list-style-type: none"> Learn spelling rules: <ul style="list-style-type: none"> Use i before e, except after c, or when sounded like an S Double a final consonant before adding a suffix beginning with a vowel Know when to change y to i when adding suffixes Drop the silent e before adding a suffix beginning with a vowel 	<ul style="list-style-type: none"> Informational Texts: 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. Writing: 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. Writing: 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. Conventions of Language: <ul style="list-style-type: none"> 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and 	<ul style="list-style-type: none"> Daily Language lessons and homework completed 5th: Weekly Spelling and Poetry Assignments 6th Weekly Spelling lists and vocabulary activities Micro-writing assignments for in-class credit One Reader's Response paper Chapter Tests in language Weekly Spelling tests Handwriting seatwork completed weekly 	<p>Abeka Language B -5th Lessons: 79-90 Abeka Language C - 6th Lessons: 79-90</p> <p>Handwriting 5 Weeks: 17-20 Handwriting 6 Weeks: 17-20</p> <p>Spelling & Poetry 5 Lessons: 17-20 Spelling 6 List: 17-20</p> <p>Poetry Author Study Novel Bridge to Terabithia:</p>

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F E B R U A R Y			<p>phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
	<ul style="list-style-type: none"> 18 	<ul style="list-style-type: none"> Grammar Recognizing and using 7 parts of speech: noun, verb, pronoun, adj, adv, conj, exclamation Write an Extension or Sequel to a book with a minimum of three pages demonstrating a general plot, depth of characterization, and theme. Read it aloud. The sentence: Know definitions of sentence, subject, predicate Find subjects and verbs: compound, simple Identify four types of sentences: declarative, imperative, interrogative, exclamatory Recognize simple and compound sentences <ul style="list-style-type: none"> Diagram compound sentences Correct run-on sentences and fragments Identify complements: direct objects, indirect objects, predicate nominatives, predicate adjectives, objects of preposition Focus on clear descriptive writing: <ul style="list-style-type: none"> Paragraphs with a topic sentence Paragraphs with unity Write with details 	<ul style="list-style-type: none"> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. Speaking & Listening: 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.) Conventions of English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* W.5.2 Write text in a variety of modes: <ul style="list-style-type: none"> b. Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information. c. Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. 	<ul style="list-style-type: none"> Research Project for History and Social Studies Fair: Writing process is graded in Language Arts Grading. . Daily Language lessons and homework completed 5th:Weekly Spelling and Poetry Assignments 6th Weekly Spelling lists and vocabulary activities Micro-writing assignments for in-class credit One Reader's Response paper Chapter Tests in language Weekly Spelling tests Handwriting seatwork completed weekly 	<p>Abeka Language B -5th Lessons: 91-107 Abeka Language C - 6th Lessons: 91-107</p> <p>Handwriting 5 Weeks: 21-24 Handwriting 6 Weeks: 21-24</p> <p>Spelling & Poetry 5 Lessons: 21-24 Spelling 6 List: 21-24</p> <p>Novel: Tuck Everlasting</p>

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M A R C H	<ul style="list-style-type: none"> 17 	<ul style="list-style-type: none"> Metaphors and similes. Writing Process: <ul style="list-style-type: none"> Making an outline Writing a library research paper Grammar: Recognizing and using all eight parts of speech (add prepositions) Avoid wordiness Find the subject and verb: <ul style="list-style-type: none"> Inverted order (interrogative sentences) There and other words when beginning the sentence Parts of speech: <ul style="list-style-type: none"> Recognize and diagram all eight parts of speech: Noun as subject Noun as predicate nominative, direct object, indirect object, and object of the preposition Write dialogue Complete two creative writing assignments <ul style="list-style-type: none"> biography or Bible story, play with dialogue, Homework across the curriculum to be completed with paragraphs, etc. Spelling: <ul style="list-style-type: none"> Exceptions to the final e rule Words that follow no spelling pattern How to choose the correct ending for spelling words with sound-alike suffixes 	<ul style="list-style-type: none"> Informational Text: 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). Conventions of English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* Spell correctly W.5.3 Create writing that utilizes: a. Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition. b. Transitions: use a variety of transitional words and phrases that logically connect and develop ideas. c. Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order. 	<ul style="list-style-type: none"> Daily Language lessons and homework completed 5th: Weekly Spelling and Poetry Assignments 6th Weekly Spelling lists and vocabulary activities Micro-writing assignments for in-class credit One Reader's Response paper Chapter Tests in language Weekly Spelling tests Handwriting seatwork completed weekly 	<p>Abeka Language B -5th Lessons: 107-122 Abeka Language C - 6th Lessons: 107-122</p> <p>Handwriting 5 Weeks: 25-27 Handwriting 6 Weeks: 25-27</p> <p>Spelling & Poetry 5 Lessons: 25-27 Spelling 6 List: 25-27</p> <p>Novel: Holes Heuristic for Assessment of Characters in a Novel</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">A P R I L</p>	<ul style="list-style-type: none"> 20 	<ul style="list-style-type: none"> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). Grammar: Recognizing and using all eight parts of speech (add prepositions) Read informational texts with opposing viewpoints and choose to defend a side in a formal debate. Diagram and identify many forms and usage of: <ul style="list-style-type: none"> Verb, Pronoun, adjective, adverb Preposition Conjunction Interjection Verbs: <ul style="list-style-type: none"> Action, state of being, helping Linking Verb phrase Principle parts of verbs Spelling rules for verb endings Irregular forms of principle parts Correct and effective verbs Research Project for display: Make topical and sentence outlines Citing works of reference Gathering information <p>Spelling:</p> <ul style="list-style-type: none"> Rules for standard plural nouns Compound words and words with hyphens 	<ul style="list-style-type: none"> Informational Texts: <ul style="list-style-type: none"> 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. Speaking & Listening: <ul style="list-style-type: none"> 3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. 4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Conventions of English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/ listener interest, and style.* b. Maintain consistency in style and tone.* W.5.4 Produce clear and coherent writing in which the development and organization are culturally sustaining and rhetorically authentic to task, purpose, and audience. W.5.5 Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing. 	<ul style="list-style-type: none"> Daily Language lessons and homework completed 5th: Weekly Spelling and Poetry Assignments 6th Weekly Spelling lists and vocabulary activities Micro-writing assignments for in-class credit One Reader's Response paper Chapter Tests in language Weekly Spelling tests Handwriting seatwork completed weekly 	<p>Abeka Language B -5th Lessons: 123-141 Abeka Language C - 6th Lessons: 123-141</p> <p>Handwriting 5 Weeks: 28-31 Handwriting 6 Weeks: 28-31</p> <p>Spelling & Poetry 5 Lessons: 28-31 Spelling 6 List: 28-31</p> <p>Classics Short Story Unit</p> <ul style="list-style-type: none"> Louisa May Alcott, Benjamin Franklin, Nathaniel Hawthorne Rudyard Kipling, Lucy Maud Montgomery Mark Twain
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 Revised: June 2021

	Content Type	Objectives	Standards	Assessment	Materials
M A Y	<ul style="list-style-type: none"> 24 	<ul style="list-style-type: none"> Grammar <ul style="list-style-type: none"> Diagramming Sentence structure progressively as able Produce a multimedia news report on a topic related to current events Correct use of troublesome verbs: burst, busted; attacked, attacked; brought, brung; climbed, clumb; drowned, drownned; ate, et; eaten, aten; grew, growed; sneaked, snuck; stole, stoled; threw, throwed; thought, thunk Final Research Project Steps Mastered: <ul style="list-style-type: none"> Make a preliminary outline Take notes Write bibliography cards Make a final outline Write the rough draft, a second rough draft, and the final draft Spelling: <ul style="list-style-type: none"> Challenge List 	<ul style="list-style-type: none"> Speaking & Listening: 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information Conventions of Language: <ul style="list-style-type: none"> b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty). W.5.6 With some guidance and support from adults, they intentionally select a variety of digital tools to produce and publish writing, including in collaboration with peers. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of two pages in a single sitting). 	<ul style="list-style-type: none"> Daily Language lessons and homework completed 5th: Weekly Spelling and Poetry Assignments 6th Weekly Spelling lists and vocabulary activities Micro-writing assignments for in-class credit One Reader's Response paper Chapter Tests in language Weekly Spelling tests Handwriting seatwork completed weekly 	<p>Abeka Language B -5th Lessons: 145-168 Abeka Language C - 6th Lessons: 145-168</p> <p>Handwriting 5 Weeks: 28-31 Handwriting 6 Weeks: 28-31</p> <p>Spelling & Poetry 5 Lessons: Spelling 6 28-31 List: 28-31</p> <p>Novel: Bud, Not Buddy</p>