

Expectations for 5th Grade	Month by Month Lesson Focus for 5th Grade
<p style="text-align: center;">August-September</p> <ul style="list-style-type: none"> ➤ Review with students Writing Workshop procedures. ➤ Review the steps of the writing process with students. ➤ Set up writing centers and interactive bulletin boards. ➤ Analyze student writing needs and prepare mini-lessons that address specific student needs across the class. ➤ Encourage students to write for a variety of audiences and purposes. ➤ Provide time for students to write daily using math journals, science logs, literature response logs, etc. ➤ Facilitate class brainstorming for the development of possible writing topics for the year. ➤ Share good stories orally. ➤ Model good writing during mini-lessons and at other times during the day. ➤ Teach critical evaluation of dramas and articles. ➤ Create an atmosphere that encourages the importance of writing and celebrates student writing successes. 	<p style="text-align: center;">August-September</p> <p>Launch the Writing Workshop through mini-lessons for management issues and/or content of writing. Allow time for free writing during August.</p> <p>Mentor Texts History drama-<i>The Pilgrims' Arrival: Thanksgiving at Plymouth</i></p> <p>Review: Read aloud a variety of poems. Demonstrate how poets develop their own personal style in poetry.</p> <p>Demonstrate how to critically evaluate a drama or an article. Demonstrate the process for writing newspaper articles.</p> <p>Conventions, Handwriting, and Spelling</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Review third and fourth grade conventions and hold students accountable for previously taught:</p> <ul style="list-style-type: none"> • Correct capitalization. • Correct punctuation. • Verb tense agreement. • Pronoun agreement. • Spelling of high frequency words. • Troublesome areas of cursive writing in order to produce readable documents. <p>Teach</p> <ul style="list-style-type: none"> • Correct capitalization for names of magazines and newspapers. • Correct punctuation for commas used in compound sentences. • Nominative, objective, and possessive pronouns for speaking and writing. </div>

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<p>October-November-December</p> <ul style="list-style-type: none"> ➤ Continue Writing Workshop as a daily component of the Language and Literacy Program. ➤ Continue to model examples of good writing. ➤ Focus lessons on expanding vocabulary (adjectives, adverbs, verbs, interjections, etc.). ➤ Begin to focus on the teaching of essays. ➤ Teach students how to make informed judgments. ➤ Examine author’s craft with students. ➤ Facilitate making connections between texts with common themes. 	<p style="text-align: center;">October-November-December</p> <p><u>November</u></p> <p style="text-align: center;">Mentor Texts</p> <p><i>Because of Winn Dixie</i> by Kate DiCamillo <i>Shiloh</i> by Phyllis Reynolds Naylor (Make connections between texts.)</p> <p>Students bring in media ads to evaluate for bias, propaganda, etc.</p> <p>Demonstrate how to write essays. Demonstrate how to write an informational article.</p> <p><u>December</u></p> <p style="text-align: center;">Mentor Texts</p> <p><i>My Side of the Mountain</i> by Jean Craighead George <i>Hatchet</i> by Gary Paulsen Discuss themes developed in the books read during this school year (survival, loneliness, courage, independence, divorce, wilderness, etc.).</p> <p>Demonstrate how a poet writes his/her poetry using themes. Demonstrate compare/contrast the video and the book, <i>A Cry in the Wild</i>.</p> <p>Conventions, Handwriting, and Spelling</p> <div style="border: 1px solid black; padding: 10px;"> <p>Review</p> <ul style="list-style-type: none"> • Prefixes, suffixes, Greek and Latin roots for spelling accuracy. • Seven spelling rules that are consistent in the English language. • Cursive writing in order to produce readable documents. <p>Teach</p> <ul style="list-style-type: none"> • Correct capitalization for organizations. • Correct punctuation for colon to introduce a list. • Correct punctuation for commas in apposition. • Irregular verbs. • Steps necessary for proofreading for spelling accuracy. </div>

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<p style="text-align: center;">January-February</p> <ul style="list-style-type: none"> ➤ Use analysis of student writing to prepare lessons that address specific student needs. ➤ Guide students in selecting a research project. ➤ Teach interview techniques. ➤ Provide time to review essays. ➤ Teach author's purpose in writing. ➤ Encourage peer work-writing and revision. 	<p style="text-align: center;">January-February</p> <p><u>January</u></p> <p>Review: Essays</p> <p>Teach beginning steps in research project</p> <ul style="list-style-type: none"> • Business letter • Interview technique • Development of acceptable sources for a research project <p><u>February</u></p> <p style="text-align: center;">Mentor Text <i>Night on Neighborhood Street</i> by Eloise Greenfield</p> <p>Demonstrate the writing of family poems after interviewing family members. Continue writing research project.</p> <p>Conventions, Handwriting, and Spelling</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Teach:</p> <ul style="list-style-type: none"> • The use of prepositional phrases, transitions, and coordinating and/or subordinating conjunctions to elaborate information. • The steps to edit a final product for grammar, language conventions, and format. • The necessity of mastering the 500 Most Frequently Used Words for writing fluency. </div>

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<p style="text-align: center;">March-April-May</p> <p><u>March</u></p> <ul style="list-style-type: none"> ➤ Encourage peer revision. ➤ Continue to confer with students daily. ➤ Guide students in the process to argue one’s point of view. ➤ Provide time for students to debate. ➤ Celebrate the variety of writing that has been accomplished during the school year. <p><u>April-May</u></p> <ul style="list-style-type: none"> ➤ Teach students to use technology to present information (from research project). ➤ Model for students how to compare and contrast perspectives. ➤ Encourage students to experiment with different genres for writing. ➤ Review editing techniques. 	<p style="text-align: center;">March-April-May</p> <p><u>March</u></p> <p style="text-align: center;">Mentor Text <i>Faithful Elephants</i> by Yukio Tsuchiya</p> <p>Demonstrate persuasive writing. Continue work on research project.</p> <p style="text-align: center;">Mentor Text <i>The Burning Questions of Bingo Brown</i> by Betsy Byars (Write a persuasive letter to Bingo’s teacher.)</p> <p>Conventions, Handwriting, and Spelling</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <ul style="list-style-type: none"> • Check for mastery of The 500 Most Frequently Used Words from students work. • Check for mastery of cursive writing. </div> <p><u>April</u></p> <p>Read five biographies-one or two aloud, others during guided or independent reading.</p> <p>Demonstrate writing reviews. Demonstrate writing an autobiography.</p> <p><u>May</u></p> <p>Teach multi-media presentation of research project.</p> <p style="text-align: center;">Mentor Text <i>Flying Solo</i> by Ralph Fletcher (Compare/contrast students’ perspectives on the “teacher-less” day experience in <i>Flying Solo</i>.)</p> <p>Conventions, Handwriting, and Spelling-May</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <ul style="list-style-type: none"> • Review necessary skills for production of multi-media presentation. </div>