

- YEARLY GUIDE -

---

# LANGUAGE ARTS UPDATED CURRICULUM

BY CARLI COESTER

---

# OVERVIEW

The Language Arts block of 90 minutes should be taught in the following order:

1. Read Aloud OR Umbrella Lesson
2. Reading Mini Lesson
3. Independent/ Guided Reading
4. Standard Lessons / Word Study / Writing

# READ ALOUD OR UMBRELLA LESSON

Each day begins with Fountas & Pinnell read aloud OR Umbrella Lesson (overview of themes and writing practice)

- a. Begin with Intro questions from the book folder. Then, read the book, asking questions as you read (suggested questions in book folder). When book is done ask follow up questions in both whole group and turn and talk format.
- b. When you have read each book in the series have umbrella lesson: Teacher leads discussion on the theme covered in the unit: teacher makes anchor chart and allows students to work in groups to create sticky notes answering prompts. Teacher allows students to chart ideas with class and stick it on anchor chart. Then, students begin an individual writing prompt based on the theme of the series.

---

# READING MINI LESSON

Following schedule attached, teacher can teach from the book or use the Jamboards created and in shared 5th grade drive. Mini lessons should be no longer than five minutes. These lessons should be talked about in Read Alouds and Guided Reading Groups to reiterated throughout the year.

# INDEPENDENT/ GUIDED READING

Students read independently for 20 minutes while Teacher meets with groups separated by level. In Guided Reading, teacher uses leveled book folders to introduce the text, lets students read in heads and then aloud, and uses discussion questions to facilitate discussions for comprehension.

# STANDARD LESSONS / WORD STUDY / WRITING

## 1. Standard Lessons

- a. Lessons are taught on Mondays and will be students will be quizzed on Fridays during non-writing weeks. Students are given weekly IXL skills to practice that go along with the skill. Grammar Workshop books are used on Wednesdays to connect with lesson and give students extra practice.

## 2. Word Study

- a. Lessons are taught on Tuesdays and Thursdays. Lessons were pulled from Fountas & Pinnell Word Study guide and digitized in the 5th grade drive.

## 3. Writing

- a. There are four Process Writing Pieces throughout the year (one per MP). Writing Units have been created into three week units with daily assignments. Teacher always begins with a mini lesson, a model, then gives independent time for writing while teacher conferences with students.

# PROJECTS

There are four Projects (test grades) throughout the year (one per MP).

1. MP1: Book Talk
  - a. Template / Examples is in the drive. Students must choose a book, explain plot elements, and reflect on the book. Students present Book Talks to the class.
2. MP2: Autobiography
  - a. Template / Example is in the drive. Students must fill out and design their autobiography following all of the slide directions. This project is a writing based project.
3. MP3: Book Review Folder
  - a. Instructions / Example is in the drive. Students must use a manilla folder to create a new book cover, write a review, and complete two free choice assignments to show comprehension of the book.
4. MP4: Disney Ride Project
  - a. Instructions / Example is in the drive. Students must work in groups to create a new and original Disney Ride. Students must complete an array of slides and present the project to the class.

---

# HOMework

Read independently for 20 minutes EVERY night.

Reading Letter: A two paragraph response with proper grammar and spelling. Must be written in letter format, include a five sentence summary, the title and author, a question, a prediction and reasoning behind the prediction. Template and example in 5th grade drive.

Current Event: Must pick an article no more than one week old and complete the questions in the slideshow in complete sentences. Template and example in 5th grade drive.



# HOW TO USE THE LA CALENDAR

2023-2023 Calendar is shows before each month to explain how units continue after weekends- we can not break down by week because of length of Read Aloud units/ testing days.

**Read Aloud**

**Projects**

**Mini Lesson**

**Homework**

**Standard Lesson**

**Writing**

**Word Study**

**Spelling**

# SEPTEMBER

- Responsive Classroom, Rules and Regulations for LA. Explain format of the block, flexible seating, independent reading.
- Read Aloud Units Covered
  - Mrs. Katz & Tush, The Crane Girl, Smoky Nights End, Empathy Umbrella Lesson
  - Thirty Minutes Over Oregon, Shooting at the Stars, Conflict / Resolution Umbrella Lesson
  - Under the Quilt of the Night, Wall, The Composition, Freedom Umbrella Lesson
  - Sami and the Time of the Troubles, Malala/Iqbal, Hope & Resilience Lesson
- SEE ATTACHED DOC FOR MINI LESSONS
- Standards Covered
  - L.5.1a
  - L.5.1b
  - L.5.1c
- SEE ATTACHED FOR WORD STUDY
- Book Talk Project Assigned and Due

# OCTOBER

- Read Aloud Units Covered
  - Treasure Box, Richard Wright & the Library Card, The Storyteller
  - Rikki Tikki-Tavi, Nim & the War Effort, Grit & Perseverance Lesson
  - Sequoia, Hoops, Literary Language Lesson
  - Sailing the Unknown, King of the Sky, The Raft, Facing the Unknown Lesson
  - Joyce Sidman Poetry books, Joyce Sidman Author Study
- SEE ATTACHED DOC FOR MINI LESSONS
- Standards Covered
  - L.5.1d
- SEE ATTACHED FOR WORD STUDY
- Writing
  - Personal Narrative (weekly guide on next slide)
- Homework Begins: Reading Letter, Current Events

# PERSONAL NARRATIVE WEEK 1

Day 1: Heart Lesson: I can write about things I love. Create heart map with the students, allow them to create their own. Tell them to look at it and come up with four strong memories they might want to write about.

Day 2: Watermelon Lesson: I understand the difference between a watermelon, slice and seed moment. Explain the difference between watermelon, slide, and seed moments. Model and allow students to zoom in on their moment.

Day 3: What is a Narrative?: I can explain the elements of a story. Explain main elements of a narrative: Setting, Characters, Beginning, Middle, End, Problem and Solution, Plot Structure. Have students fill out plot maps.

Day 4: Using a Rubric: I can read a rubric and grade a writing piece. Read and explain the rubric students will be graded on. Then show student model writing pieces from previous years to 'grade' together. Show self grading checklist.

Day 5: Strong Beginnings: I can hook my reader in my introduction. Explain the six types of opening sentences: Onomatopoeia, Quotation, Vivid Setting, Question, Curiosity, Excitement. Have students try one sentence per opener and pick their favorite. Give students time to write their introductions, conference with students during this time.

# PERSONAL NARRATIVE WEEK 2

Day 6: Using Emotions: I can show and not tell my reader. Explain the difference between showing and telling, show charts with word options. Give students time to write their first body paragraphs, conference with students.

Day 7: Dialogue: I can incorporate dialogue in my story. Explain the importance of using dialogue in a story. Show 'said is dead' slides and go over options. Give students time to write their second body paragraphs, conference with students.

Day 8: Climax: I can build my story up to an exciting climax. Explain about building suspense to keep readers invested. Give students time to write their third body paragraphs, conference with students.

Day 9: Strong Endings: I can write an ending that leaves my reader satisfied. Go over the six ways to end a narrative: Feeling, Lesson, Reflection, Question, Wish or Hope, Circle Back. Let students try out the different endings. Give students time to write their conclusions, conference with students.

Day 10: Revising: I can use strong words, transitions and sequence my story correctly. Explain the importance of revising is to ensure your strongest paragraphs are first. Show transition words and sequencing slides. Give students time to revise as you conference with students.

# PERSONAL NARRATIVE WEEK 3

Day 11: Editing: I do not have any run ons or fragments, I checked for COPS. Show students the editing checklist and tell them to look for: capitalization, organization, punctuation, and spelling. Help and conference with students as they work.

Day 12: Peer Editing Day 1: I can work with a partner to edit my work. Students get put with a strategic partner, students go over each others work and look for errors and help make writing stronger.

Day 13: Peer Editing Day 2: I can work with a partner to edit my work. Students get put with a different strategic partner, students go over each others work and look for errors and help make writing stronger.

Day 14: Publishing / Celebration: I can publish my writing piece, I can celebrate finishing my writing piece! Students will review writing one last time before turning it in. Students will each put their name on a piece of paper and leave their writings up on their chromebooks. Students will walk around the room and read each other's work leaving positive comments on each person's paper.

# NOVEMBER

- Read Aloud Units Covered
  - Silent Star, Tallchief, Sixteen Years in Sixteen Seconds, Long Armed Ludy, Achieving a Dream Umbrella Lesson
  - Hatchet By Gary Paulsen
  - Balloons Over Broadway
- SEE ATTACHED DOC FOR MINI LESSONS
- Standards Covered
  - L.5.4c
  - L.5.1e
  - RL.5.1, RL.5.2, RL.5.3, RL.5.5, RL.5.6
- SEE ATTACHED FOR WORD STUDY
- Homework: Reading Letter x2, Current Events x2

# DECEMBER

- Read Aloud Units Covered
  - Hatchet Discussion Day
  - Coraline by Neil Gaiman, Coraline Discussion Day
- SEE ATTACHED DOC FOR MINI LESSONS
- Standards Covered
  - L.5.2b
- SEE ATTACHED FOR WORD STUDY
- Writing
  - Opinion (see weekly guide on next slide)
- Homework: Reading Letter x1, Current Events x1



---

# OPINION WEEK 1

Day 1: Fact vs Opinion: I can tell the difference between fact and opinion. Teacher gives a mini lesson on fact and opinion, students practice on IXL.

Day 2: Opinion Stems: I can write an opinion sentence with support. Teacher will lead mini lesson then let students practice opinion writing stems with support sentences.

Day 3: Oreos Lesson: I can practice writing opinions! Teacher will lead oreo mini lesson, students will fill out the mini prompts in the Oreos format.

Day 4: Using a Rubric: I can read a rubric and grade a writing piece. Read and explain the rubric students will be graded on. Then show student model writing pieces from previous years to 'grade' together.

Day 5: Brainstorming: My class can discuss the difference between fact and opinion. I can come up with some ideas for my writing piece. Students work together to complete a Jamboard with ideas for their writing pieces. They then select their top idea.

# OPINION WEEK 2

Day 6:Opinion Writing Pyramid: I can choose my topic and give supporting details on my opinion. Teacher will model writing pyramid and give students time to complete their outline.

Day 7: Strong Introductions: I can write a strong and clear introduction. I can write a thesis. Teacher will model introduction and give students time to write. Teacher will conference with students.

Day 8: Body 1: I can write my first body paragraph by using the sandwich model. Teacher will model sandwich model to students. Students will draft their first body paragraph, teacher conferences with students.

Day 9: Body 2: I can write my second body paragraph. I can tie my paragraphs together. Teacher will model tying topics together. Students will draft their second body paragraph, teacher will conference with students.

Day 10: Body 3: I can write my third body paragraph. I can use persuasive language. Teacher will go over opinion transition words. Students will draft their third body paragraph, teacher will conference with students. Students will pick their text features.

# OPINION WEEK 3

Day 11: End with a Bang: I can write a strong conclusion. Teacher will model how to end an informational writing piece. Students will draft their conclusions while teacher conferences with students.

Day 12: Revising: I can use strong words, transitions and sequence my story correctly. Explain the importance of revising is to ensure your strongest paragraphs are first. Show transition words and sequencing slides. Give students time to revise as you conference with students.

Day 13: Editing: I do not have any run ons or fragments, I checked for COPS. Show students the editing checklist and tell them to look for: capitalization, organization, punctuation, and spelling. Help and conference with students as they work.

Day 14: Peer Editing: I can work with a partner to edit my work. Students get put with a strategic partner, students go over each others work and look for errors and help make writing stronger.

Day 15: Publishing / Celebration: I can publish my writing piece, I can celebrate finishing my writing piece! Students will review writing one last time before turning it in. Students will each put their name on a piece of paper and leave their writings up on their chromebooks. Students will walk around the room and read each other's work leaving positive comments on each person's paper.

# JANUARY

- Read Aloud Units Covered
  - Esquivel!, Ella Fitzgerald, I and I: Bob Marley, Legendary Miss Lena Horne, Biography Musicians Umbrella Lesson
  - Birds, Giant Squid, The Cod's Tale, The Story of Salt, Team Moon, Expository Nonfiction Umbrella Writing
  - Top to Bottom, Horse Song, Elephant Quest, Balarama, Gorilla Walk, Ted & Betsy Lewin Umbrella Writing
- SEE ATTACHED DOC FOR MINI LESSONS
- Standards Covered
  - L.5.2c
  - L.5.3a
  - L.5.3b
  - L.5.5b
- SEE ATTACHED FOR WORD STUDY
- Homework: Reading Letter x2
- Autobiography Project Assigned

# FEBRUARY

- Read Aloud Units Covered
  - Can We Save the Tiger, One Well, Rachel Carson, Caring for Our World Umbrella Lesson
  - Duke Ellington, Boycott Blues, Martin & Mahalia, Sit-In, Andrea Davis Pinkney Umbrella Lesson
  - Tiktock Baneker's Clock, Mr Ferris & His Wheel, Titanic, Skateboards, Understanding How Things Work Umbrella Lesson
  - Firebird, Black Dog
- SEE ATTACHED DOC FOR MINI LESSONS
- Standards Covered
  - L.5.6
  - L.5.2a
  - L.5.5c
- SEE ATTACHED FOR WORD STUDY
- Writing
  - Informational (see weekly guide on next slide)
- Homework: Reading Letter x2, Current Event x1

# INFORMATIONAL WEEK 1

Day 1: Introduction to Informational: I can learn about explanatory writing. Teacher will introduce topic and students will practice on IXL.

Day 2: Explanatory Characteristics: I can identify characteristics of explanatory writing. Teacher will go over the different structures for informational writing. Students will practice on IXL.

Day 3: Text Features: I can understand the purpose for text features. Teacher will go over the many types of text features. Students will practice on IXL.

Day 4: Using a Rubric: I can read a rubric and grade a writing piece. Read and explain the rubric students will be graded on. Then show student model writing pieces from previous years to 'grade' together.

Day 5: What am I an Expert On?: I can pick a topic for my explanatory writing piece. Students will brainstorm and Teacher will model how to fill out their outline pyramid. Students will complete their pyramids while teacher conferences.

# INFORMATIONAL WEEK 2

Day 6: Thesis & Strong Lead: I can write a thesis statement and my introductory paragraph. Teacher will model a strong introduction and explain how to write a thesis. Students will draft their introductions while the teacher conferences with students.

Day 7: Body 1: I can write my first body paragraph by using the sandwich model. Teacher will model sandwich model to students. Students will draft their first body paragraph, teacher conferences with students.

Day 8: Body 2: I can write my second body paragraph. I can use a variety of transition words. Teacher will model tying topics together. Students will draft their second body paragraph, teacher will conference with students.

Day 9: Body 3: I can write my third body paragraph. I can use persuasive language. Teacher will go over opinion transition words. Students will draft their third body paragraph, teacher will conference with students.

Day 10: End with a Bang: I can write a strong conclusion. Teacher will model how to write a conclusion for informational writing. Students will draft their conclusions while teacher conferences with students.

# INFORMATIONAL WEEK 3

Day 11: Revising: I can use strong words, transitions and sequence my story correctly. Explain the importance of revising is to ensure your strongest paragraphs are first. Show transition words and sequencing slides. Give students time to revise as you conference with students.

Day 12: Editing: I do not have any run ons or fragments, I checked for COPS. Show students the editing checklist and tell them to look for: capitalization, organization, punctuation, and spelling. Help and conference with students as they work.

Day 13: Peer Editing: I can work with a partner to edit my work. Students get put with a strategic partner, students go over each others work and look for errors and help make writing stronger.

Day 14: Peer Editing Day 2: I can work with a partner to edit my work. Students get put with a strategic partner, students go over each others work and look for errors and help make writing stronger.

Day 15: Publishing / Celebration: I can publish my writing piece, I can celebrate finishing my writing piece! Students will review writing one last time before turning it in. Students will each put their name on a piece of paper and leave their writings up on their chromebooks. Students will walk around the room and read each other's work leaving positive comments on each person's paper.



# MARCH

- Read Aloud Units Covered
  - White Water, Baseball Saved Us, The Bracelet, The Butterfly, Historical Fiction Umbrella Writing
  - Rosa, Ida B Wells, Marching with Aunt Susan, Separate is Never Equal, The Day Gogo Went to Vote, Exploring Rights & Citizenship Umbrella Lesson
  - Destiny's Gift, Finding the Music, Problem Solving Umbrella Lesson
  - The Princess & the Warrior, Pancho Rabbit, Danza, Funny Bones, Duncan Tonatiuh Umbrella Lesson
  - Letters From Rifka
- SEE ATTACHED DOC FOR MINI LESSONS
- Standards Covered
  - L.5.2d
  - L.5.2e
  - L.5.4a
  - Informational Standards: RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5
- SEE ATTACHED FOR WORD STUDY
- Homework: Reading Letter x1, Current Event x2
- Book Review Folder Project Assigned

# APRIL

- Read Aloud Units Covered
  - Letters From Rifka by Karen Hesse, Letters From Rifka Discussion Day
  - Number the Stars by Lois Lowry
- SEE ATTACHED DOC FOR MINI LESSONS
- Standards Covered
  - L.5.4b
- SEE ATTACHED FOR WORD STUDY
- Homework:Reading Letter x1

# MAY

- Read Aloud Units Covered
  - Number the Stars by Lois Lowry, Number the Stars Discussion Day
  - Paul Bunyan, Dona Flor, Swamp Angel, Tall Tales Umbrella Lesson
  - Merlin & the Dragon, The Kitchen Knight, The Story of Jumping Mouse, Legend of the White Buffalo Woman, John Henry, Legends Umbrella Lesson
  - Tuck Everlasting by Natalie Babbitt
- SEE ATTACHED DOC FOR MINI LESSONS
- Standards Covered
  - L.5.5a
  - Informational: RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10
  - Reading Literature: RL.5.4, RL.5.7, RL.5.9, RL.5.10
- SEE ATTACHED FOR WORD STUDY
- Homework: Reading Letter x1, Current Event x1

# RESEARCH WEEK 1

Day 1: Introduction to Research: I can learn about research writing. Teacher will introduce research writing, and show a video on plagiarism. Students will practice on IXL.

Day 2: Using a Rubric: I can read a rubric and grade a writing piece. Read and explain the rubric students will be graded on. Then show student model writing pieces from previous years to 'grade' together.

Day 3: Choosing a Topic: I can choose a topic for my writing piece. Students will look through a collection of articles and select what they would like to research and write about. By the end of the day they should pick their topic.

Day 4: What do I know/want to know: I can determine what I want to gain from my research. Students will write what they already know and talk about what they want to learn. Students will choose their subheadings.

Day 5: Finding Sources: I can research and find three good sources for my writing piece. Students will research and take notes on their sources.

# RESEARCH WEEK 2

Day 6: Thesis and strong Lead : I can write a thesis statement and my introductory paragraph. Teacher will model introduction and give students time to write. Teacher will conference with students.

Day 7: Body 1: I can write my first body paragraph. Teacher will model how to format paragraphs to students. Students will draft their first body paragraph, teacher conferences with students.

Day 8: Body 2: I can write my second body paragraph. Teacher will model tying topics together. Students will draft their second body paragraph, teacher will conference with students.

Day 9: Body 3: I can write my third body paragraph. Teacher will go over opinion transition words. Students will draft their third body paragraph, teacher will conference with students.

Day 10: Conclusion: I can write a clear concluding paragraph . Teacher will model how to end a research writing piece. Students will draft their conclusions while teacher conferences with students.

# RESEARCH WEEK 3

Day 11: Revising: I can use strong words, transitions and sequence my story correctly. Explain the importance of revising is to ensure your strongest paragraphs are first. Show transition words and sequencing slides. Give students time to revise as you conference with students.

Day 12: Editing: I do not have any run ons or fragments, I checked for COPS. Show students the editing checklist and tell them to look for: capitalization, organization, punctuation, and spelling. Help and conference with students as they work.

Day 13: Peer Editing: I can work with a partner to edit my work. Students get put with a strategic partner, students go over each others work and look for errors and help make writing stronger.

Day 14: Peer Editing Day 2: I can work with a partner to edit my work. Students get put with a strategic partner, students go over each others work and look for errors and help make writing stronger.

Day 15: Publishing / Celebration: I can publish my writing piece, I can celebrate finishing my writing piece! Students will review writing one last time before turning it in. Students will each put their name on a piece of paper and leave their writings up on their chromebooks. Students will walk around the room and read each other's work leaving positive comments on each person's paper.

# JUNE

- Read Aloud Units Covered
  - Tuck Everlasting by Natalie Babbitt, Tuck Everlasting Discussion Day
- SEE ATTACHED DOC FOR MINI LESSONS
- SEE ATTACHED FOR WORD STUDY
- Writing
  - Research (see weekly guide on next slide)
- Disney Ride Project