

**5th Grade Language Arts Curriculum Guide
Lunenburg County Public Schools
June 2014**

Marking Period: Introduced 1st, then ongoing

Days: 180

Reporting Category/Strand: Communication: Speaking, Listening, Media Literacy

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| <p>SOL 5.1 a-f</p> | <p>The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <ul style="list-style-type: none"> a) Participate in and contribute to discussions across content areas. b) Organize information to present in reports of group activities. c) Summarize information gathered in group activities. d) Communicate new ideas to others. e) Demonstrate the ability to collaborate with diverse teams. f) Demonstrate the ability to work independently. |
| <p>Essential Knowledge/Skills/ Understandings</p> | <p>All students should</p> <ul style="list-style-type: none"> ● participate effectively in subject-related group learning activities. ● use their organizational skills in preparing, presenting, and summarizing information gathered in group activities. ● communicate and collaborate with diverse teams while maintaining the ability to work independently as necessary to accomplish assigned tasks. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● participate in a range of discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, in groups, teacher-led). ● follow rules for discussions and assigned group roles. ● participate as active listeners in group learning activities by: <ul style="list-style-type: none"> ○ listening for main ideas; ○ listening for sequence of ideas; and ○ taking notes. ● participate as informed contributors in subject-related group learning activities by: <ul style="list-style-type: none"> ○ asking and answering questions at appropriate times; ○ responding to specific questions by making comments that contribute to the discussion and elaborating on the remarks of others; ○ communicating new ideas to others; ○ clarifying confusing points; ○ summarizing main ideas; ○ organizing information from group discussion for presentation; ○ preparing a prewriting tool (e.g., outline, web, or graphic organizer) for presentation prior to delivery; and ○ summarizing a presentation orally prior to delivery. ● exhibit the ability to collaborate with diverse teams. |

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| | <ul style="list-style-type: none"> ● demonstrate that they can work independently on group-related tasks. |
| Essential Questions | |
| Primary Resources | <p>Correlations:</p> <p>Interactive Websites:</p> <p>Lesson Plans: VDOE: ESS Sample Lessons and Progression Charts</p> <p>Videos:</p> <p>Literature/Music Connections:</p> |
| Essential Vocabulary | |

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Reporting Category/Strand: Communication: Speaking, Listening, Media Literacy

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| SOL 5.2 a-i | <p>The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</p> <ol style="list-style-type: none"> a) Maintain eye contact with listeners. b) Use gestures to support, accentuate, and dramatize verbal message. c) Use facial expressions to support and dramatize verbal message. d) Use posture appropriate for communication setting. e) Determine appropriate content for audience. |
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| | <p>f) Organize content sequentially around major ideas.</p> <p>g) Summarize main points as they relate to main idea or supporting details.</p> <p>h) Incorporate visual media to support the presentation.</p> <p>i) Use language and style appropriate to the audience, topic, and purpose.</p> |
| <p>Essential Knowledge/Skills/ Understandings</p> | <p>All students should</p> <ul style="list-style-type: none"> ● understand how gestures, facial expressions, posture, and body language affect delivery of the message. ● select and organize information when preparing for an oral presentation. ● use visual aids when preparing for an oral presentation. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● demonstrate appropriate eye contact with listeners. ● use appropriate facial expressions and gestures to support, accentuate, or dramatize the message. ● speak clearly at an understandable pace. ● use acceptable posture according to the setting and the audience. ● select information that develops the topic and is appropriate for the audience. ● report on a topic or text sequencing ideas logically and using relevant facts and descriptive details to support main ideas or themes. ● narrow the topic. ● organize content sequentially and group together related information. ● put information in order, providing an overview of the information at the beginning or a summary of the information at the end. ● create and/or use visual aids in presentations when appropriate to enhance development of themes and/or main ideas (e.g., graphics, sound). ● use grammatically correct language. ● expand, combine, and reduce sentences for meaning, interest, and style. ● use specific vocabulary and style to enhance oral presentations. |
| <p>Essential Questions</p> | |
| <p>Primary Resources</p> | <p>Correlations:</p> <p>Interactive Websites:</p> <p>Lesson Plans: VDOE: ESS Sample Lessons and Progression Charts</p> |

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| | <p>Videos: BrainPOP: Public Speaking BrainPOP: Debate</p> <p>Literature/Music Connections:</p> |
| Essential Vocabulary | |

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Reporting Category/Strand: Communication: Speaking, Listening, Media Literacy

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| SOL 5.3 a,b | <p>The student will learn how media messages are constructed and for what purposes.</p> <p>a) Differentiate between auditory, visual, and written media messages.</p> <p>b) Identify the characteristics and effectiveness of a variety of media messages.</p> |
| Essential Knowledge/Skills/ Understandings | <p>All students should</p> <ul style="list-style-type: none"> ● understand media messages are constructed and students have the ability to deconstruct messages by looking at several attributes: authorship, format, audience, content, and purpose. ● understand how to evaluate the effectiveness of a media message by examining the various attributes of messages. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● access media messages and identify what types of media are used. ● identify the attributes of a constructed message (i.e., authorship, format, audience, content, and purpose). ● deconstruct several types of media messages by addressing the main question(s) raised by the media attributes. ● create age-appropriate media messages (e.g., videos, podcasts, print advertisements) for evaluation, focusing on effectiveness of the message. |
| Essential Questions | |
| Primary Resources | <p>Correlations:</p> <p>Interactive Websites:</p> |

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| | <p>Lesson Plans: VDOE: ESS Sample Lessons and Progression Charts VDOE: Media Literacy Analyzed, VDOE: Media Literacy Applied VDOE: Differentiate Between Fiction and Nonfiction VDOE: Author's Purpose in Nonfiction VDOE: Informative/Expository Writing VDOE: Narrative Writing Vs. Expository Writing</p> <p>Videos:</p> <p>Literature/Music Connections:</p> |
| Essential Vocabulary | |

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Reporting Category/Strand: Reading

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| SOL 5.4 a,f,g | <p>The student will expand vocabulary when reading.</p> <p>a) Use context to clarify meaning of unfamiliar words and phrases.</p> <p>f) Develop vocabulary by listening to and reading a variety of texts.</p> <p>g) Study word meanings across content areas.</p> |
| Essential Knowledge/Skills/ Understandings | <p>All students should</p> <ul style="list-style-type: none"> ● apply knowledge of word structure and context clues to determine the meanings of unfamiliar words. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● use context as a clue to infer the correct meanings of unfamiliar words and phrases. ● use word references and context clues to determine which meaning is appropriate in a given situation. ● develop vocabulary by listening to and reading a variety of texts. |

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| | <ul style="list-style-type: none"> ● study cross-curricular vocabulary. |
| Essential Questions | |
| Primary Resources | <p>Correlations: VDOE: Spring 2013 Student Performance Analysis</p> <p>Interactive Websites: Achieve 3000: Kid Biz Program Internet 4 Classrooms: Skill Builders and Practice Activities</p> <p>Lesson Plans: VDOE: ESS Sample Lessons and Progression Charts VDOE: Context Clues VDOE: Context Clues in Nonfiction</p> <p>Videos: BrainPOP: Context Clues</p> <p>Literature/Music Connections:</p> |
| Essential Vocabulary | |

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Reporting Category/Strand: Reading

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| SOL 5.5 a-c, l, m | <p>5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.</p> <ul style="list-style-type: none"> a) Describe the relationship between text and previously read materials. b) Describe character development. c) Describe the development of plot and explain the resolution of conflict(s). l) Use reading strategies throughout the reading process to monitor comprehension. |
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| | m) Read with fluency and accuracy. |
| Essential Knowledge/Skills/ Understandings | <p>All students should</p> <ul style="list-style-type: none"> ● choose from a variety of comprehension strategies. ● read a variety of fictional texts, narrative nonfiction texts, and poetry. ● describe character and plot development. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● discuss the similarities and differences between a text and previously read materials (e.g., compare and contrast characters). ● understand that characters are developed by: <ul style="list-style-type: none"> ○ what is directly stated in the text; ○ their speech and actions; and ○ what other characters in the story say or think about them. ● understand that some characters change during the story or poem and some characters stay the same. ● understand that the main character has a conflict that usually gets resolved. ● identify the conflict or problem of the plot. ● understand that plot is developed through a series of events. ● identify the events in sequence that lead to resolution of the conflict. ● become aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty). ● read familiar text with fluency, accuracy, and expression to support comprehension. |
| Essential Questions | |
| Primary Resources | <p>Correlations: VDOE: Spring 2013 Student Performance Analysis</p> <p>Interactive Websites: Internet 4 Classrooms: Skill Builders and Practice Activities</p> <p>Lesson Plans: VDOE: ESS Sample Lessons and Progression Charts VDOE: Plot Development and Conflict Resolution</p> <p>Videos: BrainPOP: Reading Skills</p> <p>Literature/Music Connections:</p> |

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| Essential Vocabulary | |

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Reporting Category/Strand: Reading

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| SOL 5.6 a-c, f, k, l, m | <p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.</p> <p>b) Use prior knowledge and build additional background knowledge as context for new learning.</p> <p>c) Skim materials to develop a general overview of content and to locate specific information.</p> <p>f) Identify structural patterns found in nonfiction.</p> <p>k) Identify new information gained from reading.</p> <p>l) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>m) Read with fluency and accuracy.</p> |
| Essential Knowledge/Skills/ Understandings | <p>All students should</p> <ul style="list-style-type: none"> ● preview, pose questions, and make predictions before reading. ● understand how the organizational patterns make the information easier to comprehend. ● make connections between what they read in the selection and their prior knowledge. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● use text features, such as type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information in both print and digital texts. ● apply prior knowledge to make predictions and build additional background knowledge as context for learning. ● skim material from print and digital texts to develop a general overview or to locate specific information. ● identify new information learned from reading. ● become aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty). ● read familiar text with fluency, accuracy, and prosody. |
| Essential Questions | |

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| <p>Primary Resources</p> | <p>Correlations: VDOE: Spring 2013 Student Performance Analysis</p> <p>Interactive Websites: Achieve 3000: Kid Biz Program Internet 4 Classrooms: Skill Builders and Practice Activities</p> <p>Lesson Plans VDOE: ESS Sample Lessons and Progression Charts VDOE: Prior Knowledge VDOE: Making Connections VDOE: Understanding What You Read VDOE: Nonfiction Text Features VDOE: 5 Ws in Nonfiction</p> <p>Videos:</p> <p>Literature/Music Connections:</p> |
| <p>Essential Vocabulary</p> | |

Marking Period: Introduced 1st then ongoing

Days: 180

Reporting Category/Strand: Writing

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| <p>SOL 5.8 h,j</p> | <p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <p>h) Edit for fragments and run-on sentences.</p> <p>j) Use correct spelling of commonly used words.</p> |
| <p>Essential Knowledge/Skills/ Understandings</p> | <p>All students should</p> <ul style="list-style-type: none"> ● understand that editing for correct sentence formation, grammar, capitalization, spelling, and punctuation makes the meaning of the writing clearer to the reader. ● revise and edit drafts for improvement, using teacher assistance and peer collaboration. |

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| | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● avoid fragments. ● avoid run-ons, (e.g., “I opened the door, the dog went out.”). ● use correct spelling of commonly used words. |
| Essential Questions | |
| Primary Resources | <p>Correlations:</p> <p>Interactive Websites: Achieve 3000: Kid Biz Program Internet 4 Classrooms: Skill Builders and Practice Activities</p> <p>Lesson Plans: VDOE: ESS Sample Lessons and Progression Charts</p> <p>Videos: BrainPOP: Run-on Sentences BrainPOP: Sentence Fragments BrainPOP: Types of Sentences BrainPOP: Capitalization BrainPOP: Punctuation</p> <p>Literature/Music Connections:</p> |
| Essential Vocabulary | |

Marking Period: 1st

Days: 45

Reporting Category/Strand: Reading

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| SOL 5.4 b,c | The student will expand vocabulary when reading. |
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| | <p>b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</p> <p>c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</p> |
| <p>Essential Knowledge/Skills/ Understandings</p> | <p>All students should</p> <ul style="list-style-type: none"> • apply knowledge of word structure and context clues to determine the meanings of unfamiliar words. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use context and sentence structure to determine meanings and differentiate among multiple meanings of words. • apply knowledge of roots, affixes (prefixes and suffixes), synonyms, antonyms, and homophones. • begin to learn about Greek and Latin affixes. • understand that often a word can be divided into root word, prefix, and suffix in order to determine its pronunciation. • understand how a prefix changes the meaning of a root word. |
| <p>Essential Questions</p> | |
| <p>Primary Resources</p> | <p>Correlations: VDOE: Spring 2013 Student Performance Analysis</p> <p>Interactive Websites: Achieve 3000: Kid Biz Program Internet 4 Classrooms: Skill Builders and Practice Activities</p> <p>Lesson Plans VDOE: ESS Sample Lessons and Progression Charts VDOE: Homophones VDOE: Roots and Affixes</p> <p>Videos: BrainPOP: Antonyms, Synonyms, and Homonyms BrainPOP: Roots, Prefixes, and Suffixes</p> <p>Literature/Music Connections:</p> |
| <p>Essential Vocabulary</p> | |

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Marking Period: 1st

Days: 45

Reporting Category/Strand: Reading

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| <p>SOL 5.5 g,h</p> | <p>The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.</p> <p>g) Identify main idea.</p> <p>h) Summarize supporting details from text.</p> |
| <p>Essential Knowledge/Skills/ Understandings</p> | <p>All students should</p> <ul style="list-style-type: none"> • choose from a variety of comprehension strategies. • read a variety of fictional texts, narrative nonfiction texts, and poetry. • describe character and plot development. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify main idea or theme. • summarize supporting details from text. |
| <p>Essential Questions</p> | |
| <p>Primary Resources</p> | <p>Correlations: VDOE: Spring 2013 Student Performance Analysis</p> <p>Interactive Websites: Internet 4 Classrooms: Skill Builders and Practice Activities</p> <p>Lesson Plans: VDOE: ESS Sample Lessons and Progression Chart VDOE: Summarizing VDOE: Identifying the Main Idea in Fiction</p> <p>Videos: BrainPOP: Main Idea BrainPOP: Poetry</p> <p>Literature/Music Connections:</p> |

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| Essential Vocabulary | |
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Marking Period: 1st

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Reporting Category/Strand: Reading

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| SOL 5.6 d,e | <p>5.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>d) Identify the main idea of nonfiction texts.</p> <p>e) Summarize supporting details in nonfiction texts.</p> |
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| Essential Knowledge/Skills/ Understandings | <p>All students should</p> <ul style="list-style-type: none"> • preview, pose questions, and make predictions before reading. • understand how the organizational patterns make the information easier to comprehend. • make connections between what they read in the selection and their prior knowledge. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • determine the main idea of a text and summarize supporting key details. |
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| Essential Questions | |
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| Primary Resources | <p>Correlations: VDOE: Spring 2013 Student Performance Analysis</p> <p>Interactive Websites: Achieve 3000: Kid Biz Program Internet 4 Classrooms: Skill Builders and Practice Activities</p> <p>Lesson Plans: VDOE: ESS Sample Lessons and Progression Charts VDOE: Main Idea VDOE: Summarizing Points in Nonfiction VDOE: Summarizing Supporting Details in Nonfiction VDOE: Table of Contents, Indices, Charts, Maps, Graphs VDOE: Text Features of Nonfiction Text</p> |
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| | <p>Videos: BrainPOP: Reading a Newspaper</p> <p>Literature/Music Connections:</p> |
| Essential Vocabulary | |

Marking Period: 1st

Days: 45

Reporting Category/Strand: Writing

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| SOL 5.7 a-e, i | <p>The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.</p> <ul style="list-style-type: none"> a) Identify intended audience. b) Use a variety of prewriting strategies. c) Organize information to convey a central idea. d) Write a clear topic sentence focusing on the main idea. e) Write multi-paragraph compositions. i) Include supporting details that elaborate the main idea. |
| Essential Knowledge/Skills/ Understandings | <p>All students should</p> <ul style="list-style-type: none"> ● plan and organize information as they write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● apply knowledge of the writing domains of composing, written expression, and usage/mechanics. ● produce a clear and coherent written piece in which the development and organization are appropriate to purpose and audience. ● recognize different modes of writing have different patterns of organization ○ informative/explanatory <ul style="list-style-type: none"> ■ clearly introduce a topic and group related information in paragraphs ■ use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic ■ use specific vocabulary to inform and explain the topic; and ■ provide a concluding statement or section related to the topic |

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| | <ul style="list-style-type: none"> ○ narrative <ul style="list-style-type: none"> ■ organize an event sequence that unfolds naturally ■ use transition words and phrases for sentence variety and to manage the sequence of events ■ use specific vocabulary, words, and phrases to convey experiences and events ■ provide a conclusion ○ persuasive <ul style="list-style-type: none"> ■ introduce the position ■ provide evidence to support the position ■ provide points for the opposite side and argue against them ■ provide a conclusion. ● create a plan, and organize thoughts before writing. ● use a variety of prewriting strategies (e.g., brainstorming, listing, free-writing, and using graphic organizers. ● focus, organize, and elaborate to construct an effective message for the reader. ● write a clear topic sentence focusing on the main idea. ● include supporting details that elaborate the main idea. ● use available technology to gather information and to aid in writing. |
| <p>Essential Questions</p> | |
| <p>Primary Resources</p> | <p>Correlations:</p> <p>Interactive Websites: Internet 4 Classrooms: Skill Builders and Practice Activities</p> <p>Lesson Plans: VDOE: ESS Sample Lessons and Progression Charts VDOE: Prewriting Strategies VDOE: The Writing Process- Prewriting Using Collaboration VDOE: Developing a Central Idea in Narrative Writing VDOE: Elaborating the Main Idea, Organizing Writing to Convey a Central Idea VDOE: Persuasive Writing VDOE: Narrative Writing VDOE: Skills for Organization and Elaboration of Personal Narrative VDOE: Writing a Topic Sentence</p> <p>Videos: BrainPOP: Writing Process</p> |

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| | BrainPOP: Types of Writing BrainPOP: Five Paragraph Essay BrainPOP: Strengthening Sentences Literature/Music Connections: |
| Essential Vocabulary | |

Marking Period: 2nd

Days: 45

Reporting Category/Strand: Reading

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| SOL 5.4e | <p>5.4 The student will expand vocabulary when reading.</p> <p>e) Use dictionary, glossary, thesaurus, and other word-reference materials.</p> |
| Essential Knowledge/Skills/ Understandings | <p>All students should</p> <ul style="list-style-type: none"> • apply knowledge of word structure and context clues to determine the meanings of unfamiliar words <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify the word-reference materials, such as a dictionary, glossary, or thesaurus, that is most likely to contain the information needed. |
| Essential Questions | |
| Primary Resources | <p>Correlations:</p> <p>Interactive Websites: Achieve 3000: Kid Biz Program Internet 4 Classrooms: Skill Builders and Practice Activities</p> <p>Lesson Plans: VDOE: ESS Sample Lessons and Progression Charts VDOE: Word Reference Materials</p> |

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| | <p>Videos: BrainPOP: Dictionary and Thesaurus</p> <p>Literature/Music Connections:</p> |
| Essential Vocabulary | |

Marking Period: 2nd

Days: 45

Reporting Category/Strand: Reading

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| SOL 5.5 i-k | <p>The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.</p> <p>i) Draw conclusions and make inferences from text.</p> <p>j) Identify cause and effect relationships.</p> <p>k) Make, confirm, or revise predictions.</p> |
| Essential Knowledge/Skills/ Understandings | <p>All students should</p> <ul style="list-style-type: none"> ● choose from a variety of comprehension strategies. ● read a variety of fictional texts, narrative nonfiction texts, and poetry. ● describe character and plot development. <p>To be successful with this standard, students are expected to\</p> <ul style="list-style-type: none"> ● draw conclusions/make inferences from text. ● identify cause and effect relationships. ● make, confirm, or revise predictions. |
| Essential Questions | |
| Primary Resources | <p>Correlations:</p> <p>Interactive Websites:</p> |

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| | <p>Achieve 3000: Kid Biz Program Internet 4 Classrooms: Skill Builders and Practice Activities</p> <p>Lesson Plans: VDOE: ESS Sample Lessons and Progression Charts VDOE: Drawing Conclusions and Simple Inferences VDOE: Making, Confirming, and Revising Predictions VDOE: Making Inferences VDOE: Predictions in Nonfiction</p> <p>Videos:</p> <p>Literature/Music Connections:</p> |
| Essential Vocabulary | |

Marking Period: 2nd

Days: 45

Reporting Category/Strand: Reading

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| SOL 5.6 g-h | <p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>g) Locate information to support opinions, predictions, and conclusions.</p> <p>h) Identify cause and effect relationships following transition words signaling the pattern.</p> |
| Essential Knowledge/Skills/ Understandings | <p>All students should</p> <ul style="list-style-type: none"> ● preview, pose questions, and make predictions before reading. ● understand how the organizational patterns make the information easier to comprehend. ● make connections between what they read in the selection and their prior knowledge. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● identify structural and organizational patterns such as cause and effect, comparison/contrast, problem/solution, and chronological order. ● identify specific information in text that supports predictions. ● form opinions and draw conclusions from the selection. |

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| | <ul style="list-style-type: none"> ● locate details to support opinions, predictions, and conclusions. ● identify cause and effect relationships following transition words signaling the pattern. ● distinguish between fact and opinion. ● identify, compare, and contrast relationships between characters, events, and facts. ● compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |
| Essential Questions | |
| Primary Resources | <p>Correlations: VDOE: Spring 2013 Student Performance Analysis</p> <p>Interactive Websites: Internet 4 Classrooms: Skill Builders and Practice Activities</p> <p>Lesson Plans: VDOE: ESS Sample Lessons and Progression Charts VDOE: Compare and Contrast Biography and Autobiography VDOE: Activating Prior Knowledge VDOE: Drawing Conclusions and Making Simple Inferences</p> <p>Videos: BrainPOP: Fact and Opinion</p> <p>Literature/Music Connections:</p> |
| Essential Vocabulary | |

Marking Period: 2nd

Days: 45

Reporting Category/Strand: Writing

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| SOL 5.8 a-d, f, g, i, k | <p>The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <p>a) Use plural possessives.</p> |
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| | <p>b) Use adjective and adverb comparisons.</p> <p>c) Identify and use interjections.</p> <p>d) Use apostrophes in contractions and possessives.</p> <p>f) Use commas to indicate interrupters.</p> <p>g) Use a hyphen to divide words at the end of a line.</p> <p>i) Eliminate double negatives.</p> <p>k) Identify and use conjunctions.</p> |
| <p>Essential Knowledge/Skills/ Understandings</p> | <p>All students should</p> <ul style="list-style-type: none"> ● understand that editing for correct sentence formation, grammar, capitalization, spelling, and punctuation makes the meaning of the writing clearer to the reader. ● revise and edit drafts for improvement, using teacher assistance and peer collaboration. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● punctuate correctly ● apostrophes in contractions (e.g., isn't), and possessives (e.g., Jan's); ● commas [e.g., items in a series, to set off the words yes and no; and to indicate direct address (e.g., Is that you, Chloe?)]; ● hyphens to divide words at the end of a line. ● use underlining, quotation marks, or italics to indicate titles of works. ● use adverb comparisons (e.g., fast, faster, fastest). ● use adjective comparisons (e.g., big, bigger, biggest). ● use adverbs instead of adjectives where appropriate, (e.g., "He played really well." instead of "He played real well."). ● use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie). ● use a comma to separate an introductory element from the rest of the sentence. ● use plural possessives, (e.g., "The books' covers are torn."). ● identify and use interjections (e.g., "Yikes, look at the size of that bug!"). ● form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. ● use verb tense to convey various times, sequences, states, and conditions. ● identify and use conjunctions. ● use technology, including the Internet, to produce, edit and publish writing as well as to interact and collaborate with others. |
| <p>Essential Questions</p> | |
| <p>Primary Resources</p> | <p>Correlations:</p> |

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| | <p>Interactive Websites: Internet 4 Classrooms: Skill Builders and Practice Activities</p> <p>Lesson Plans: VDOE: ESS Sample Lessons and Progression Charts</p> <p>Videos: BrainPOP: Adjectives BrainPOP: Adverbs BrainPOP: Clauses BrainPOP: Conjunctions BrainPOP: Colons BrainPOP: Dialogue BrainPOP: Hyphens and Dashes BrainPOP: Interjections BrainPOP: Nouns BrainPOP: Parts of Speech BrainPOP: Personal Pronouns BrainPOP: Possessives BrainPOP: Prepositional Phrases BrainPOP: Semicolons BrainPOP: Subject and Predicate BrainPOP: Subject-Verb Agreement BrainPOP: Tenses BrainPOP: Verbs and Their Objects School House Rock: A Noun is a Person, Place, or Thing School House Rock: Verb--That's What's Happening School House Rock: Adverbs School House Rock: Conjunction, Junction School House Rock: Unpack Your Adjectives</p> <p>Literature/Music Connections:</p> |
| Essential Vocabulary | |

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Marking Period: 3rd

Days: 45

Reporting Category/Strand: Reading

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| SOL 5.4 d | The student will expand vocabulary when reading. d) Identify an author's use of figurative language. |
| Essential Knowledge/Skills/ Understandings | All students should <ul style="list-style-type: none"> • apply knowledge of word structure and context clues to determine the meanings of unfamiliar words. To be successful with this standard, students are expected to <ul style="list-style-type: none"> • identify when an author uses language figuratively. |
| Essential Questions | |
| Primary Resources | <p>Correlations:</p> <p>Interactive Websites: Internet 4 Classrooms: Skill Builders and Practice Activities</p> <p>Lesson Plans: VDOE: ESS Sample Lessons and Progression Charts VDOE: Figurative Language</p> <p>Videos: BrainPOP: Idioms and Cliches' BrainPOP: Similes and Metaphors</p> <p>Literature/Music Connections:</p> |
| Essential Vocabulary | |

Marking Period: 3rd

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Days: 45

Reporting Category/Strand: Reading

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| SOL 5.5 d-f | <p>The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.</p> <p>d) Describe the characteristics of free verse, rhymed, and patterned poetry.</p> <p>e) Describe how an author’s choice of vocabulary contributes to the author’s style.</p> <p>f) Identify and ask questions that clarify various points of view.</p> |
| Essential Knowledge/Skills/ Understandings | <p>All students should</p> <ul style="list-style-type: none"> ● choose from a variety of comprehension strategies. ● read a variety of fictional texts, narrative nonfiction texts, and poetry. ● describe character and plot development. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● discuss why an author might have used particular words and phrases. ● identify the characteristics of free verse (poetry with neither regular meter nor rhyme scheme), rhymed poetry, and patterned poetry. ● describe how an author’s choice of vocabulary contributes to the author’s style. ● identify and ask questions that clarify various points of view. |
| Essential Questions | |
| Primary Resources | <p>Correlations: VDOE: Spring 2013 Student Performance Analysis</p> <p>Interactive Websites: Internet 4 Classrooms: Skill Builders and Practice Activities</p> <p>Lesson Plans: VDOE: ESS Sample Lessons and Progression Charts VDOE: Framing Questions About the Text</p> <p>Videos:</p> <p>Literature/Music Connections:</p> |

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| Essential Vocabulary | |
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Marking Period: 3rd

Days: 45

Reporting Category/Strand: Reading

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| SOL 5.6 i-j | <p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>i) Differentiate between fact and opinion.</p> <p>j) Identify, compare, and contrast relationships.</p> |
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| Essential Knowledge/Skills/ Understandings | <p>All students should</p> <ul style="list-style-type: none"> ● preview, pose questions, and make predictions before reading. ● understand how the organizational patterns make the information easier to comprehend. ● make connections between what they read in the selection and their prior knowledge. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● distinguish between fact and opinion. ● identify, compare, and contrast relationships between characters, events, and facts. ● compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |
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| Essential Questions | |
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| Primary Resources | <p>Correlations: VDOE: Spring 2013 Student Performance Analysis</p> <p>Interactive Websites: Internet 4 Classrooms: Skill Builders and Practice Activities</p> <p>Lesson Plans: VDOE: ESS Sample Lessons and Progression Charts</p> <p>Videos:</p> |
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| | Literature/Music Connections: |
| Essential Vocabulary | |

Marking Period: 3rd

Days: 45

Reporting Category/Strand: Writing

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| SOL 5.7 f-h | <p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.</p> <p>f) Use precise and descriptive vocabulary to create tone and voice.</p> <p>g) Vary sentence structure by using transition words.</p> <p>h) Revise for clarity of content using specific vocabulary and information.</p> |
| Essential Knowledge/Skills/ Understandings | <p>All students should</p> <ul style="list-style-type: none"> ● plan and organize information as they write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. ● use precise, descriptive vocabulary and vary sentence structure as they revise for clarity. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● choose precise descriptive vocabulary and information to create tone and voice ● develop and strengthen writing as needed, in consultation with peers or adults, by prewriting, drafting, revising, editing, or rewriting. ● use narrative techniques, such as dialogue, description, and pacing, to develop experiences or characters. ● use precise language and content-specific vocabulary to inform about or explain a topic, to persuade, describe or entertain. ● include sentences of various lengths and beginnings to create a pleasant, informal rhythm. ● vary sentence structure by using transition words and phrases. ● use precise language and phrases to develop writing (e.g., consequently, specifically, especially). ● clarify writing when revising. |
| Essential Questions | |
| Primary Resources | Correlations: |

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| | <p>Interactive Websites: Rock n Learn: Writing Strategies video collection and interactive website Internet 4 Classrooms: Skill Builders and Practice Activities</p> <p>Lesson Plans: VDOE: ESS Sample Lessons and Progression Charts VDOE: Revision with Collaboration VDOE: Tone and Voice VDOE: Transition Words in Writing VDOE: Word Choice and Sentence Variety</p> <p>Videos: BrainPOP: Mood and Tone</p> <p>Literature/Music Connections:</p> |
| Essential Vocabulary | |

Marking Period: 3rd

Days: 45

Reporting Category/Strand: Writing

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| SOL 5.8 e | <p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <p>e) Use quotation marks with dialogue.</p> |
| Essential Knowledge/Skills/ Understandings | <p>All students should</p> <ul style="list-style-type: none"> ● understand that editing for correct sentence formation, grammar, capitalization, spelling, and punctuation makes the meaning of the writing clearer to the reader. ● revise and edit drafts for improvement, using teacher assistance and peer collaboration. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● punctuate correctly <ul style="list-style-type: none"> ○ quotation marks with dialogue |
| Essential | |

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| Questions | |
| Primary Resources | <p>Correlations:</p> <p>Interactive Websites: Internet 4 Classrooms: Skill Builders and Practice Activities</p> <p>Lesson Plans: VDOE: ESS Sample Lessons and Progression Charts</p> <p>Videos:</p> <p>Literature/Music Connections:</p> |
| Essential Vocabulary | |

Marking Period: 4th

Days: 45

Reporting Category/Strand: Communication: Speaking, Listening, Media Literacy

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| SOL 5.1 a-f | <p>The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <ul style="list-style-type: none"> a) Participate in and contribute to discussions across content areas. b) Organize information to present in reports of group activities. c) Summarize information gathered in group activities. d) Communicate new ideas to others. e) Demonstrate the ability to collaborate with diverse teams. f) Demonstrate the ability to work independently. |
| Essential | <i>See Essential Knowledge/Skills/Understandings from pages ___ - ___ of Curriculum Guide.</i> |

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| Knowledge/Skills/ Understandings | |
| Essential Questions | |
| Primary Resources | <p>Correlations:</p> <p>Interactive Websites: Internet 4 Classrooms: Skill Builders and Practice Activities</p> <p>Lesson Plans: VDOE: ESS Sample Lessons and Progression Charts</p> <p>Videos:</p> <p>Literature/Music Connections:</p> |
| Essential Vocabulary | |

Marking Period: 4th

Days: 45

Reporting Category/Strand: Communication: Speaking, Listening, Media Literacy

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| SOL 5.2 a-i | <p>The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</p> <ul style="list-style-type: none"> a) Maintain eye contact with listeners. b) Use gestures to support, accentuate, and dramatize verbal message. c) Use facial expressions to support and dramatize verbal message. d) Use posture appropriate for communication setting. e) Determine appropriate content for audience. |
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| | <p>f) Organize content sequentially around major ideas.</p> <p>g) Summarize main points as they relate to main idea or supporting details.</p> <p>h) Incorporate visual media to support the presentation.</p> <p>i) Use language and style appropriate to the audience, topic, and purpose.</p> |
| Essential Knowledge/Skills/ Understandings | See <i>Essential Knowledge/Skills/Understandings</i> from pages ___ - ___ of Curriculum Guide. |
| Essential Questions | |
| Primary Resources | <p>Correlations:</p> <p>Interactive Websites: Internet 4 Classrooms: Skill Builders and Practice Activities</p> <p>Lesson Plans: VDOE: ESS Sample Lessons and Progression Charts</p> <p>Videos:</p> <p>Literature/Music Connections:</p> |
| Essential Vocabulary | |

Marking Period: 4th

Days: 45

Reporting Category/Strand: Communication: Speaking, Listening, Media Literacy

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| SOL 5.3 a,b | The student will learn how media messages are constructed and for what purposes. a) Differentiate between auditory, visual, and written media messages. b) Identify the characteristics and effectiveness of a variety of media messages. |
| Essential Knowledge/Skills/ Understandings | <ul style="list-style-type: none"> • See <i>Essential Knowledge/Skills/Understandings</i> from pages ___ - ___ of <i>Curriculum Guide</i>. |
| Essential Questions | |
| Primary Resources | <p>Correlations:</p> <p>Interactive Websites: Internet 4 Classrooms: Skill Builders and Practice Activities</p> <p>Lesson Plans: VDOE: ESS Sample Lessons and Progression Charts</p> <p>Videos:</p> <p>Literature/Music Connections:</p> |
| Essential Vocabulary | |

Marking Period: 4th

Days: 45

Reporting Category/Strand: Communication: Speaking, Listening, Media Literacy

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| SOL 5.4 a-g | The student will expand vocabulary when reading. a) Use context to clarify meaning of unfamiliar words and phrases. |
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| | <p>b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</p> <p>c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</p> <p>d) Identify an author's use of figurative language.</p> <p>e) Use dictionary, glossary, thesaurus, and other word-reference materials.</p> <p>f) Develop vocabulary by listening to and reading a variety of texts.</p> <p>g) Study word meanings across content areas.</p> |
| Essential Knowledge/Skills/ Understandings | <p><i>See Essential Knowledge/Skills/Understandings from pages ____ - ____ of Curriculum Guide.</i></p> |
| Essential Questions | |
| Primary Resources | <p>Correlations:</p> <p>Interactive Websites: Internet 4 Classrooms: Skill Builders and Practice Activities</p> <p>Lesson Plans: VDOE: ESS Sample Lessons and Progression Charts</p> <p>Videos:</p> <p>Literature/Music Connections:</p> |
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Reporting Category/Strand: Reading

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| <p>SOL 5.5 a-m</p> | <p>The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.</p> <ul style="list-style-type: none"> a) Describe the relationship between text and previously read materials. b) Describe character development. c) Describe the development of plot and explain the resolution of conflict(s). d) Describe the characteristics of free verse, rhymed, and patterned poetry. e) Describe how an author's choice of vocabulary contributes to the author's style. f) Identify and ask questions that clarify various points of view. g) Identify main idea. h) Summarize supporting details from text. i) Draw conclusions and make inferences from text. j) Identify cause and effect relationships. k) Make, confirm, or revise predictions. l) Use reading strategies throughout the reading process to monitor comprehension. m) Read with fluency and accuracy. |
| <p>Essential Knowledge/Skills/ Understandings</p> | <p><i>See Essential Knowledge/Skills/Understandings from pages ___ - ___ of Curriculum Guide.</i></p> |
| <p>Essential Questions</p> | |
| <p>Primary Resources</p> | <p>Correlations:</p> <p>Interactive Websites: Internet 4 Classrooms: Skill Builders and Practice Activities</p> <p>Lesson Plans:</p> |

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| | <p>VDOE: ESS Sample Lessons and Progression Charts</p> <p>Videos:</p> <p>Literature/Music Connections:</p> |
| Essential Vocabulary | |

Marking Period: 4th

Days: 45

Reporting Category/Strand: Communication: Reading

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| SOL 5.6 a-b | <p>The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none">a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.b) Use prior knowledge and build additional background knowledge as context for new learning.c) Skim materials to develop a general overview of content and to locate specific information.d) Identify the main idea of nonfiction texts.e) Summarize supporting details in nonfiction texts.f) Identify structural patterns found in nonfiction.g) Locate information to support opinions, predictions, and conclusions.h) Identify cause and effect relationships following transition words signaling the pattern.i) Differentiate between fact and opinion.j) Identify, compare, and contrast relationships.k) Identify new information gained from reading.l) Use reading strategies throughout the reading process to monitor comprehension.m) Read with fluency and accuracy. |
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| Essential Knowledge/Skills/ Understandings | <i>See Essential Knowledge/Skills/Understandings from pages ___ - ___ of Curriculum Guide.</i> |
| Essential Questions | |
| Primary Resources | <p>Correlations:</p> <p>Interactive Websites: Internet 4 Classrooms: Skill Builders and Practice Activities</p> <p>Lesson Plans: VDOE: ESS Sample Lessons and Progression Charts</p> <p>Videos:</p> <p>Literature/Music Connections:</p> |
| Essential Vocabulary | |

Marking Period: 4th

Days: 45

Reporting Category/Strand: Communication: Writing

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| SOL 5.7 a-i | <p>The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.</p> <ul style="list-style-type: none"> a) Identify intended audience. b) Use a variety of prewriting strategies. c) Organize information to convey a central idea. d) Write a clear topic sentence focusing on the main idea. e) Write multi-paragraph compositions. |
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| | <p>f) Use precise and descriptive vocabulary to create tone and voice.</p> <p>g) Vary sentence structure by using transition words.</p> <p>h) Revise for clarity of content using specific vocabulary and information.</p> <p>i) Include supporting details that elaborate the main idea.</p> |
| Essential Knowledge/Skills/ Understandings | <p><i>See Essential Knowledge/Skills/Understandings from pages ___ - ___ of Curriculum Guide.</i></p> |
| Essential Questions | |
| Primary Resources | <p>Correlations:</p> <p>Interactive Websites: Internet 4 Classrooms: Skill Builders and Practice Activities</p> <p>Lesson Plans: VDOE: ESS Sample Lessons and Progression Charts</p> <p>Videos: BrainPOP: Prewriting--Choosing a Topic BrainPOP: Prewriting--Organizing Your Thoughts BrainPOP: Writing in Sequence</p> <p>Literature/Music Connections:</p> |
| Essential Vocabulary | |

Marking Period: 4th

Days: 45

Reporting Category/Strand: Communication: Writing

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| <p>SOL 5.8 a-k</p> | <p>The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <ul style="list-style-type: none"> a) Use plural possessives. b) Use adjective and adverb comparisons. c) Identify and use interjections. d) Use apostrophes in contractions and possessives. e) Use quotation marks with dialogue. f) Use commas to indicate interrupters. g) Use a hyphen to divide words at the end of a line. h) Edit for fragments and run-on sentences. i) Eliminate double negatives. j) Use correct spelling of commonly used words. k) Identify and use conjunctions. |
| <p>Essential Knowledge/Skills/ Understandings</p> | <p><i>See Essential Knowledge/Skills/Understandings from pages ___ - ___ of Curriculum Guide.</i></p> |
| <p>Essential Questions</p> | |
| <p>Primary Resources</p> | <p>Correlations:</p> <p>Interactive Websites: Internet 4 Classrooms: Skill Builders and Practice Activities</p> <p>Lesson Plans: VDOE: ESS Sample Lessons and Progression Charts</p> <p>Videos:</p> |

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| | Literature/Music Connections: |
| Essential Vocabulary | |

Marking Period: 4th

Days: 45

Reporting Category/Strand: Communication: Writing

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| SOL 5.9 a-g | <p>5.9 The student will find, evaluate, and select appropriate resources for a research product.</p> <ul style="list-style-type: none"> a) Construct questions about a topic. b) Collect information from multiple resources including online, print, and media. c) Use technology as a tool to research, organize, evaluate, and communicate information. d) Organize information presented on charts, maps, and graphs. e) Develop notes that include important concepts, summaries, and identification of information sources. f) Give credit to sources used in research. g) Define the meaning and consequences of plagiarism. |
| Essential Knowledge/Skills/ Understandings | <i>See Essential Knowledge/Skills/Understandings from pages ___ - ___ of Curriculum Guide.</i> |
| Essential Questions | |
| Primary Resources | <p>Correlations:</p> <p>Interactive Websites: Internet 4 Classrooms: Skill Builders and Practice Activities</p> <p>Lesson Plans: VDOE: ESS Sample Lessons and Progression Charts</p> |

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| | <p>VDOE: Using Online Resources VDOE: Organizing Information into Short Reports VDOE: Plagiarism and Crediting Sources VDOE: Reference Materials VDOE: Research Using Technology VDOE: Locating Information Quickly in a Variety of Sources</p> <p>Videos: BrainPOP: Citing Sources BrainPOP: Copyright BrainPOP: Online Sources BrainPOP: Paraphrasing BrainPOP: Research</p> <p>Literature/Music Connections:</p> |
| Essential Vocabulary | |