

5th Grade Communication Arts Alignment Chart

Essential Learnings are in ***bold italicized*** print.

Week	Writing			Making Meaning	Spelling
	Writing Learning Goal(s): Narrative & Descriptive Writings MIG 3A	6 + 1 Writing Traits Focus: Ideas, Word Choice, Organization MIG 1A	Conventions Learning Goal(s): Capitalization (literary titles, proper nouns, departments of government, school subjects); Verb Agreement; Adjectives MIG 2B &	Reading Learning Goal(s):* T-S Connections; Text Features; Questioning MIG 1E & 1G, 2A	Spelling Learning Goal(s): Spelling strategies & patterns MIG 2E
1	<p><i>In order to establish Writers Workshop norms it is suggested that the first three weeks draw procedural lessons from Units of Study- A Guide to the Writing Workshop pages 5-6 and Book 1. If needed, writing process lessons should be drawn from Write Source - The Writing Process and/or Write Traits.</i></p>			<i>Text to Self Connections.</i> <i>The Lotus Seed and Something to Remember Me By</i>	Benchmark Assessment Lesson
2				<i>Text to Self Connections.</i> <i>Everybody Cooks Rice</i>	Short Vowels
3				<i>Text to Self Connections.</i> <i>Mufaro's Beautiful Daughters</i>	Complex Vowel Patterns
4	<p><i>Narrative Writing.</i> Write Source pages 83-119 and/or Units of Study Book 2 sessions 8-14 (to be determined by teacher based on instructional need).</p>	<p><i>Ideas. Write Traits pages 2-19 and/or Write Source pages 454-456 (to be determined by teacher based on instructional need).</i></p>	<p><i>Capitalization.</i> Write Source pages 408-410, 508-515 and/or Write Source Skills book pages 45-47, 129-130 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).</p>	Individual Comprehension Assessment	Y as a Vowel
5				<i>Explore Expository Text.</i> <i>Life in the Rain Forest</i>	Long Vowels
6	<p><i>Descriptive Writing.</i> Write Source pages 63-80 and/or Units of Study Book 2 sessions 1-7 (to be determined by teacher based on instructional need).</p>	<p><i>Word Choice.</i> Write Traits pages 56-73 and/or Write Source pages 464-466 (to be determined by teacher based on instructional need).</p>	<p><i>Verbs.</i> Write Source pages 416-422, 582-589 and/or Write Source Skills Book pages 155-159 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).</p>	<i>Questioning, Access Prior Knowledge.</i> <i>Big Cats</i>	Vowel Alternations
7				<i>Questioning (pre, during, and post reading), Access Prior Knowledge.</i> <i>Big Cats</i>	Doubled Consonants
8	<p><i>Organization. Write Traits pages 20-37 and/or Write Source page 458-461 (to be determined by teacher based on instructional need).</i></p>	<p><i>Adjectives.</i> Write Source pages 423-425, 590-593 and/or Write Source Skills Book pages 163-168 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).</p>	Individual Comprehension Assessment	R-Controlled Vowels	
9			<i>Narrative Text Structures.</i> <i>The Summer My Father Was Ten</i>	Diphthongs	

1st Quarter

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Week	Writing		Making Meaning	Spelling		
	Writing Learning Goal(s): Audience & Purpose Writing; Persuasive Writing MIG 3C & 3E	6 + 1 Writing Traits Focus: Conventions; Voice; Sentence Fluency MIG 1A	Reading Learning Goal(s):* Questioning; Text Features; Infer; Visualizing MIG 1E & 2A	Spelling Learning Goal(s): Spelling strategies & patterns MIG 2E		
2 nd Quarter	10	<i>Writing for an audience and purpose.</i> Instruction in letter writing is recommended - Write Source pages 244-247, 476-477 (to be determined by teacher based on instructional need).	<i>Conventions.</i> Write Traits pages 92-193 and/or Write Source Proofreader's Guide pages 479-602 (to be determined by teacher based on instructional need). <i>Voice.</i> Write Traits pages 38-55 and/or Write Source page 462-463 (to be determined by teacher based on instructional need).	<i>Commas.</i> Write Source page 482-489 and/or Write Source Skills Book pages 7 (to be determined by teacher based on instructional need). Instruction in other conventions may be addressed through small groups and/or conferencing).	<i>Questions, Narrative Text Structures.</i> <i>Star of Fear, Star of Hope</i>	Collective Vowels
	11				<i>Questions, Narrative Text Structures, Make inferences.</i> <i>The Circuit</i>	Possessives
	12				IDR Conference Week / Individual Comprehension Assessment	Compound Nouns
	13	<i>Persuasive Writing (compare/contrast).</i> Write Source pages 195-236 and/or Units of Study Book 3 sessions 11-17(to be determined by teacher based on instructional need). Letter writing be incorporated within this unit of study. Expository writing may also be introduced.	<i>Apostrophes.</i> Write Source page 490-493 and/or Write Source Skills Book pages 21-24 (to be determined by teacher based on instructional need). Instruction in other conventions may be addressed through small groups and/or conferencing).	<i>Infer and visualize, Make inferences, Questions.</i> <i>The Van Gogh Café</i>	Hyphenated Compound Words	
	14			<i>Infer and visualize, Make inferences.</i> <i>Poetry</i>	Prefixes	
	15	<i>Sentence Fluency.</i> Write Source pages 74-91; Write Source pages 470-473 (to be determined by teacher based on instructional need).	Individual Comprehension Assessment	<i>Infer and visualize, Make inferences.</i> <i>Poetry</i>	Words from other Languages	
	16			<i>Make inferences, Narrative text structures.</i> <i>Richard Wright and the Library Card</i>	Contractions	
	17			<i>Make inferences, Narrative text structures.</i> <i>A Band of Angels</i>	Review	
	18			<i>Make inferences, Access prior knowledge.</i> <i>Earthquakes</i>	Benchmark Assessment	
19						

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3 rd Quarter	Week	Writing		Making Meaning	Spelling	
		Writing Learning Goal(s): Note Taking & Summarizing MIG 3B & 3D	6 + 1 Writing Traits Focus: Ideas; Organization; Conventions; Presentation MIG 1A	Conventions Learning Goal(s): Sentence Fragments; Compound Sentences; MIG 2F	Reading Learning Goal(s):* Infer; Text Features; Access Prior Knowledge; Determining Importance MIG 1D, 1E, & 2A	Spelling Learning Goal(s): Spelling strategies & patterns MIG 2E
	20	Note Taking & Summarizing. Write Source pages 387-392 and/or Units of Study Book 3 session 10 (to be determined by teacher based on instructional need. May also be addressed earlier through Reading Journals).	Ideas. Write Traits pages 2-19 and/or Write Source pages 454-456 (to be determined by teacher based on instructional need).	Sentence Fragments. Write Source pages 560-562 and/or Write Source Skills Book pages 85-88 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).	Individual Comprehension Assessment	Dictionary Terms
21	Organization. Write Traits pages 20-37 and/or Write Source page 458-461 (to be determined by teacher based on instructional need).				Infer and determine what is important. <i>Letting Swift River Go</i>	Synonyms and Antonyms
22			Conventions. Write Traits pages 92-193 and/or Write Source Proofreader's Guide pages 479-602 (to be determined by teacher based on instructional need).	Infer and determine what is important. <i>A River Ran Wild</i>	Long Vowels	
23	Compound Sentences. Write Source pages 445-447 and/or Write Source Skills Book pages 117-119 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).			Main idea and supporting details and summarizing. <i>Harry Houdini</i>	Homographs	
24			Presentation. Write Source pages 474-478 (to be determined by teacher based on instructional need).	Main idea and supporting details and summarizing. <i>A Picture of Jesse Owens</i>	Vowel & Consonant Digraphs	
25				Individual Comprehension Assessment	Preconsonant Nasals	
26				Main idea and supporting details and summarizing. <i>Hey World, Here I am! Mrs. Buell</i>	Endings (-ion, -sion, -cian)	
27			Main idea and supporting details and summarizing.	Plurals (-y ending words)		
28		Synthesize. <i>Hey World, Here I am! Mrs. Buell</i>	Eponyms			

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4 th Quarter	Week	Writing			Making Meaning	Spelling
		Writing Learning Goal(s): Expository Writing MIG 3C	6 + 1 Writing Traits Focus: Ideas; Word Choice; Voice; Organization; Sentence Fluency; Conventions; Presentation MIG 1A	Conventions Learning Goal(s):	Reading Learning Goal(s):* Summarize; Determining Importance MIG 1E & 1F	Spelling Learning Goal(s): Spelling strategies & patterns MIG 2E
	29	Expository Writing (compare/contrast) . Write Source pages 139-180 and/or Units of Study Book 3 sessions 1-9 (to be determined by teacher based on instructional need).	Apply all 6 + 1 Traits of Writing.	Apply conventions instruction from first three quarters (extracurricular instructional opportunities from Write Source include: Quotation marks, Abbreviations; Adjectives; Plural Possessives, etc.).	Synthesize, Draw conclusions. <i>True Stories of Heroes - 12 Seconds of Death</i>	Comparatives & Superlatives
	30				Synthesize, Draw conclusions. <i>Is Dodge Ball too Dangerous? and Turn it Off!</i>	Greek & Latin Prefixes
	31				Synthesize, Draw conclusions. <i>Review of the Legend of Sleepy Hollow</i>	Portmanteau Words
	32				Individual Comprehension Assessment	Acronyms & Initialisms
	33	To be determined by teacher (extracurricular instructional opportunities include Write Source Creative Writing pages 299-318 and/or Units of Study Books 4-6).			Synthesize, Main idea and supporting details and summarizing.	Greek & Latin Suffixes
	34				Synthesize, Main idea and supporting details and summarizing.	Review and Benchmark Assessment
	35				To be determined by teacher.	To be determined by teacher.
	36					
	37					

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