

# Blackhawk School District

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## CURRICULUM

<b>Course Title:</b>	<b>ELA</b>
<b>Grade Level(s):</b>	<b>Fifth Grade</b>
<b>Time Per Week:</b>	<b>Daily</b>
<b>Faculty Author(s):</b>	<b>Danielle Bailey and MaryBeth George</b>
<b>Date:</b>	<b>May 2012</b>

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### **COURSE DESCRIPTION:**

Students will be exposed to the following components of Reading/Language Arts:

- Comprehension
- Vocabulary
- Literature/genre
- Writing
- Grammar and Conventions
- Speaking and Listening
- Research

The above skills will be taught through whole group instruction and small group instruction through *the Daily Five*, a student-driven management structure designed to fully engage all students in reading and writing.

<b>Content: Resources</b>	<b>Skill(s) to be taught</b>	<b>PA Common Core Standard</b>	<b>Pacing</b>	<b>Future Revisions</b>
<p><b><u>SPELLING/WORD STUDY</u></b></p> <p>StoryTown -OR- Words Their Way</p>	<ul style="list-style-type: none"> <li>Word Work based on spelling patterns and generalizations appropriate to student needs.</li> </ul>	<p><b>CC.1.1.5.D</b> Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic word.</p> <p>Spell grade appropriate words correctly.</p>		
<p><b><u>GENERAL READING INSTRUCTION</u></b></p> <p>Done with all StoryTown Lessons</p>	<ul style="list-style-type: none"> <li>Robust Vocabulary</li> <li>Guided Reading</li> <li>Open Ended Reading Responses</li> </ul>	<p><b>E05.A-V.4.1.1 and E05.A-V.4.1.2</b> Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p><b>E05.B-K.1.1.1</b> Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p><b>Reading Informational Text 1.2</b> Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p><b>Reading Literature 1.2</b> Read and comprehend literary fiction on grade level reading independently and proficiently.</p> <p><b>Foundational Skills 1.1</b> Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> <li>Read on-level text with purpose and understanding.</li> <li>Read on-level text orally with accuracy,</li> </ul>		

		<p>appropriate rate, and expression on successive readings.</p> <ul style="list-style-type: none"> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>		
<p><b><u>SPEAKING AND LISTENING</u></b></p>	<ul style="list-style-type: none"> <li>• Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</li> </ul>	<p><b><i>Speaking and Listening 1.5</i></b></p> <p>Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Summarize the main points written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.</p>	<p><b>QUARTERS</b></p> <p><b>1-4</b></p>	

<i>Lesson &amp; Story from StoryTown/Resources</i>	<i>Skill(s) to be taught</i>	<i>PA Common Core Standard</i>	<i>Pacing</i>	<i>Future Revisions</i>
<p><b>Daily 5</b> <b>Foundation Lessons</b></p> <p><b>*See The Daily 5: Fostering Literacy Independence in the Elementary Grades</b></p>	<p><b><u>Read to Self:</u></b></p> <ul style="list-style-type: none"> <li>• 3 Ways to Read a Book</li> <li>• I Chart</li> <li>• Where to sit in the room</li> <li>• Choosing “Good Fit Books”</li> </ul> <p><b><u>Read to Someone:</u></b></p> <ul style="list-style-type: none"> <li>• I Chart</li> <li>• Sitting “EEKK”</li> <li>• Check for Understanding</li> <li>• Ways to Read</li> <li>• How to Choose Books</li> <li>• Where to sit in the room</li> <li>• How to Choose a Partner</li> <li>• Coaching or Time</li> </ul> <p><b><u>Listen to Reading:</u></b></p> <ul style="list-style-type: none"> <li>• I Chart</li> <li>• Model &amp; practice routines</li> </ul> <p><b><u>Work on Writing:</u></b></p> <ul style="list-style-type: none"> <li>• I Chart</li> <li>• What to do when you can’t spell a word</li> <li>• Where to sit</li> <li>• Materials</li> <li>• List of topics</li> </ul> <p><b><u>Word Work:</u></b></p> <ul style="list-style-type: none"> <li>• I Chart</li> <li>• Materials</li> <li>• Model &amp; practice routines</li> </ul>	<p><b><i>Foundational Skills 1.1</i></b> Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p><b><i>Reading Informational Text 1.2</i></b> Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p><b><i>Reading Literature 1.2</i></b> Read and comprehend literary fiction on grade level reading independently and proficiently.</p>	<p><b>Approx. 18 days</b></p>	

<b><i>Lesson &amp; Story from StoryTown/Resources</i></b>	<b><i>Skill(s) to be taught</i></b>	<b><i>PA Common Core Standard</i></b>	<b><i>Pacing</i></b>	<b><i>Future Revisions</i></b>
<b>Lesson #1 <i>Rope Burn</i> &amp; Paired Selection <i>Tree Houses for Everyone</i></b>	<ul style="list-style-type: none"> <li>• Problem/Solution</li> <li>• Compare problem/solution for two texts</li> </ul>	<p>Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).</p> <p>R.05.B-C.2.1.2</p>	<b>7 Days</b>	
<b>Lesson #2 <i>Line Drive</i> &amp; Paired Selection <i>Ninth Inning</i></b>	<ul style="list-style-type: none"> <li>• Problem/Solution</li> <li>• Compare problem/solution for two texts</li> </ul>	<p>Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).</p> <p>R.05.B-C.2.1.2</p>	<b>7 Days</b>	
<b>Lesson #3 <i>Chang and the Bamboo Flute</i></b>	<ul style="list-style-type: none"> <li>• Character Motives</li> <li>• Vocabulary Strategies: Using Words in Context (*Additional Skill)</li> </ul>	<p>Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>R05.A-K.1.1.2</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>R05.A-V.4.1.1</p>	<b>7 Days</b>	
<b>Lesson #4 <i>Nellie Bly</i></b>	<ul style="list-style-type: none"> <li>• Character Motives</li> <li>• Vocabulary Strategies: Using Words in Context (*Additional Skill)</li> </ul>	<p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text</p> <p>R.05.B-K.1.1.3</p> <p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>R05.B-V.4.1.1                      R05.B-V.4.1.2</p>	<b>7 Days</b>	

<p><b>Lesson #6</b> <i>The Night of San Juan</i></p> <p>-OR-</p> <p><b>Lesson #7</b> <i>When the Circus Came to Town</i></p>	<ul style="list-style-type: none"> <li>• Theme</li> </ul>	<p>Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RO5.A-K.1.1.2</p>	<p><b>6</b> <b>Days</b></p>	
<p><b>Lesson #8</b> <i>When Washington Crossed the Delaware</i></p> <p>-OR-</p> <p><b>Lesson #9</b> <i>Leonardo's Horse</i></p>	<ul style="list-style-type: none"> <li>• Sequence</li> </ul>	<p>Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).</p> <p>R.05.B-C.2.1.2</p>	<p><b>6</b> <b>Days</b></p>	
<p><b>Lesson #11</b> <i>Sailing Home</i></p>	<ul style="list-style-type: none"> <li>• Compare Contrast</li> <li>• Making Generalizations (*Additional Skill)</li> </ul>	<p>Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text</p> <p>RO5.A-K.1.1.3</p> <p>Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>RO5.A-K.1.1.1</p>	<p><b>7</b> <b>Days</b></p>	
<p><b>Lesson # 12</b> <i>Wading Into Marine Biology</i></p>	<ul style="list-style-type: none"> <li>• Compare Contrast</li> <li>• Text Features (headings, graphics, and charts within story) – within structure of story, but not mentioned in teacher manual</li> </ul>	<p>Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).</p> <p>R.05.B-C.2.1.2</p> <p>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>R05.B-C.3.1.3</p>	<p><b>7</b> <b>Days</b></p>	

<p><b>Lesson #13</b> <b><i>Stormalong</i></b> &amp; Paired Selection <b><i>Paul Bunyan Makes Progress</i></b></p>	<ul style="list-style-type: none"> <li>• Compare/Contrast Stories of Same Genre (within structure of story, but not mentioned in teacher manual)</li> <li>• Vocabulary Strategies: Using Word Parts</li> </ul>	<p>Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.</p> <p>R05.A-C.3.1.1</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>R05.A-V.4.1.1</p>	<p><b>7</b> <b>Days</b></p>	
<p><b>Lesson # 14</b> <b><i>A Drop of Water</i></b> &amp; Paired Selections <b><i>Rain, Dance! Steam, and Ice Cycle</i></b></p>	<ul style="list-style-type: none"> <li>• Cause/Effect</li> <li>• Vocabulary Strategies: Using Word Parts</li> <li>• Figurative Language</li> </ul>	<p>Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).</p> <p>R.05.B-C.2.1.2</p> <p>Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.</p> <p>R.05.B-V.4.1.1</p> <p>R.05.B-V.4.1.2</p> <p>Integrate information from several texts on the same topic to demonstrate understanding of that topic.</p> <p>R05.B-C.3.1.2</p> <p>R05.B-C.3.1.3</p>	<p><b>9</b> <b>Days</b></p>	

<p><b>Lesson #16</b> <i>The School Story</i></p>	<ul style="list-style-type: none"> <li>Inference</li> </ul>	<p>Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>RO5.A-K.1.1.1</p>	<p>6 Days</p>	
<p><b>Lesson #17</b> <i>Nothing Ever Happens on 90<sup>th</sup> Street</i></p> <p>-OR-</p> <p><b>Lesson #18</b> <i>Project Mulberry</i></p>	<ul style="list-style-type: none"> <li>Vocabulary Strategies: Synonyms &amp; Antonyms</li> <li>Add Homographs (not in the text)</li> </ul>	<p>Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.</p> <p>R.05.A-V.4.1.1</p> <p>R.05.A-V.4.1.2</p>	<p>7 Days</p>	
<p><b>Lesson #19</b> <i>Inventing the Future</i></p>	<ul style="list-style-type: none"> <li>Main Idea &amp; Details</li> <li>Point of View (*Additional Skill)</li> </ul>	<p>Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.</p> <p>RO5.B-K.1.1.2</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</p> <p>R.05.B-C.2.1.1</p>	<p>7 Days</p>	
<p><b>Lesson #21</b> <i>Interrupted Journey</i></p>	<ul style="list-style-type: none"> <li>Summarize</li> <li>Author's Purpose &amp; Perspective</li> </ul>	<p>Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.</p> <p>RO5.B-K.1.1.2</p> <p>Determine how an author supports particular points in a text through reasons and evidence.</p> <p>RO5.B-C.3.1.1</p>	<p>7 Days</p>	



<p><b>Lesson #22</b> <i>The Power of W.O.W.!</i></p> <p>-OR-</p> <p><b>Lesson #25</b> <i>The Compassion Campaign</i></p>	<ul style="list-style-type: none"> <li>• Author's Purpose &amp; Perspective</li> <li>• Summarize</li> </ul>	<p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RO5.A-C.2.1.1</p> <p>Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RO5.A-K.1.1.2</p>	<p><b>7</b> <b>Days</b></p>	
<p><b>Lesson # 24</b> Chester Cricket's Pigeon Ride</p>	<ul style="list-style-type: none"> <li>• Literary Devices (simile, metaphor, personification)</li> <li>• **Add idioms, adages, and proverbs (not in text)</li> </ul>	<p>Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language</p> <p>R.05.A-V.4.1.1</p> <p>R.05.A-V.4.1.2</p>	<p><b>7</b> <b>Days</b></p>	
<p><b>Novel Study</b></p>	<ul style="list-style-type: none"> <li>• Review of Reading Skills</li> </ul>	<p>Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p><b>4</b> <b>Weeks</b></p>	

<i>Recommended Resources</i>	<i>Type of Writing</i>	<i>Skill(s) to be taught</i>	<i>PA Common Core Standard</i>	<i>Pacing</i>	<i>Future Revisions</i>
<ul style="list-style-type: none"> <li>• Houghton Mifflin English Textbook Unit #8 &amp; 9</li> <li>• Daily 6 Trait Writing (Ideas &amp; Organization Traits)</li> </ul>	<b>Narrative</b>	<ul style="list-style-type: none"> <li>• The Writing Process with peer revisions</li> <li>• Developing Characters</li> <li>• Developing Setting and Plot</li> <li>• Describe experiences and events</li> <li>• Use narrative techniques (dialogue, description or pacing)</li> <li>• Using sensory details</li> <li>• Sequence of events (definite beginning, middle, and end)</li> <li>• Using transitional words and phrases</li> <li>• Organize writing using a graphic organizer</li> <li>• Sentence structure and style (“Add some SALT”               <ul style="list-style-type: none"> <li>– Similies &amp; Metaphores</li> <li>– Adjectives and Adverbs – Lots of Details</li> <li>– Transition Words)</li> </ul> </li> </ul>	<p>Write narratives to develop real or imagined experiences or events.</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>W05C.1.3.1</p> <p>Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W05.C.1.3.2</p> <p>W05.C.1.3.4</p> <p>Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p> <p>W05.C.1.3.1</p> <p>W05.C.1.3.3</p> <p>W05.C.1.3.5</p> <ul style="list-style-type: none"> <li>• Write with an awareness of styles.</li> <li>• Use sentences of varying length.</li> <li>• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> </ul> <p>W05.D.2.1.1</p> <p>W05.D.2.1.2 W05.D.2.1.3 W05.D.2.1.4</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p>	<b>1<sup>st</sup> Quarter</b>	

- Houghton Mifflin English Textbook Unit #12
- Daily 6 Trait Writing (Word Choice & Sentence Fluency Traits)

**Informative/Explanatory**

- The Writing Process with peer revisions
- Clearly identify and develop topic
- Support topic with related details
- Introduction and Conclusion
- Logically link ideas to create a well constructed essay
- Organize writing using a graphic organizer
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- Sentence structure and style (“Add some SALT” – Similies & Metaphores – Adjectives and Adverbs – Lots of Details – Transition Words)

Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

Identify and introduce the topic clearly.

W05C.1.2.1

W05E.1.1.1

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

W05C.1.2.2

W05E.1.1.2

Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.

W05.C.1.2.3

W05.E.1.2.6

W05.E.1.1.3

W05.E.1.1.6

Write with an awareness of style.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying length.

W05.C.1.2.4

W05.C.1.2.5

W05.D.2.1.2

W05.E.1.1.4

W05.E.1.1.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising

2nd  
Quarter

- Houghton Mifflin English Textbook Unit #12
- Daily 6 Trait Writing (Word Choice & Sentence Fluency Traits)

**Informative/Explanatory continued (RESEARCH)**

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With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

**May be done in Content Areas as well.**

<ul style="list-style-type: none"> <li>• Houghton Mifflin English Textbook Unit #13</li> <li>• Daily 6 Trait Writing (Voice Trait)</li> </ul>	<b>Opinion/Argument (Persuasive)</b>	<ul style="list-style-type: none"> <li>• The Writing Process with peer revisions</li> <li>• Introduce topic and state an opinion on the topic</li> <li>• Provide reasons that are supported by facts and details</li> <li>• Organize writing using a graphic organizer</li> <li>• Using transitional words and phrases</li> <li>• Logically link ideas to create a well-constructed essay</li> <li>• Introduction and Conclusion</li> <li>• Sentence structure and style (“Add some SALT” – <b>S</b>imiles &amp; <b>M</b>etaphors – <b>A</b>djectives and <b>A</b>dverbs – <b>L</b>ots of <b>D</b>etails – <b>T</b>ransition Words)</li> </ul>	<p>Write opinion pieces on topics or texts.</p> <p>Introduce the topic and state an opinion on the topic..</p> <p>W05.C.1.1.1</p> <p>W05.E.1.1.1</p> <p>Provide reasons that are supported by facts and details; draw from credible sources.</p> <p>W05.C.1.1.2</p> <p>W05.E.1.1.2</p> <p>Create an organizational structure that includes related ideas grouped to support the writer’s purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.</p> <p>W05.C.1.1.1</p> <p>W05.C.1.1.3 W05.C.1.1.5 W05.E.1.1.3 W05.E.1.1.6</p> <p>Write with an awareness of style.</p> <ul style="list-style-type: none"> <li>• Use sentences of varying length.</li> <li>• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> </ul> <p>W05.C.1.1.4</p> <p>W05.D.2.1.1</p> <p>W05.D.2.1.2</p> <p>W05.D.2.1.3</p> <p>W05.D.2.1.4</p> <p>W05.E.1.1.4</p> <p>W05.E.1.1.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p>	<b>3<sup>rd</sup> Quarter</b>	
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<b>Resources</b>	<b>Skill(s) to be taught</b>	<b>PA Common Core Standard</b>	<b>Pacing</b>	<b>Future Revisions</b>
Houghton Mifflin English Text Book Unit 1  Supplemental Materials	<ul style="list-style-type: none"> <li>• Complete Sentences</li> <li>• Fragments</li> <li>• Run-on Sentences</li> <li>• Conjunctions</li> </ul>	<p>Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences E05.D.1.1.6</p> <p>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. E05.D.1.1.1</p> <p>Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>)</p>	1 <sup>st</sup> Quarter	
Houghton Mifflin English Text Book Unit 1 con't	<ul style="list-style-type: none"> <li>• Four Kinds of Sentences</li> <li>• Subject &amp; Predicate</li> </ul>	REVIEW	1 <sup>st</sup> Quarter	
Houghton Mifflin English Text Book Unit 5 & Supplemental Material	<ul style="list-style-type: none"> <li>• Commas in a Series</li> <li>• More Uses for Commas</li> </ul>	<p>Use punctuation to separate items in a series. E05.D.1.2.1</p> <p>Use a comma to separate an introductory element from the rest of the sentence. E05.D.1.2.2</p> <p>Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p>	1 <sup>st</sup> Quarter	
Houghton Mifflin English Text Book Unit 2	<ul style="list-style-type: none"> <li>• What is a Noun?</li> <li>• Singular/Plural Nouns</li> <li>• Singular/Plural Possessive Nouns</li> </ul>	REVIEW	2 <sup>nd</sup> Quarter	

<p>Houghton Mifflin English Text Book Unit 6</p> <p>Supplemental Materials</p>	<ul style="list-style-type: none"> <li>• Subject Pronouns</li> <li>• Object Pronouns</li> <li>• Using I and me</li> <li>• Using Homophones Correctly</li> </ul>	<p>Ensure subject-verb and pronoun-antecedent agreement.</p> <p>E05.D.1.1.8</p> <p>Correctly use frequently confused words (e.g., <i>to, too, two; there, their, they're</i>).</p> <p>E05.D.1.1.7</p>	<p>2<sup>nd</sup> Quarter</p>	
<p>Houghton Mifflin English Text Book Unit 4</p>	<ul style="list-style-type: none"> <li>• What is an Adjective?</li> <li>• Comparing with Adjectives</li> </ul>	<p>REVIEW</p>	<p>2<sup>nd</sup> Quarter</p>	
<p>Houghton Mifflin English Text Book Unit 3</p>	<ul style="list-style-type: none"> <li>• Action Verbs</li> <li>• Main Verbs/Helping Verbs</li> <li>• Linking Verbs</li> </ul>	<p>REVIEW</p>	<p>3<sup>rd</sup> Quarter</p>	
<p>Houghton Mifflin English Text Book Unit 3</p>	<ul style="list-style-type: none"> <li>• Present Tense Verbs</li> <li>• Past Tense Verbs</li> <li>• Future Tense Verbs</li> <li>• Subject-Verb Agreement</li> <li>• Agreement with have (Perfect Tense)</li> <li>• Regular/Irregular Verbs (Perfect Tense)</li> <li>• More Irregular Verbs (Perfect Tense)</li> </ul>	<p>Form and use the perfect (eg., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>E05.D.1.1.2</p> <p>Use verb tenses to convey various time, sequences, states, and conditions.</p> <p>E05.D.1.1.3</p> <p>Ensure subject-verb and pronoun-antecedent agreement.</p> <p>E05.D.1.1.8</p>	<p>3<sup>rd</sup> Quarter</p>	
<p>Supplemental Resource</p>	<ul style="list-style-type: none"> <li>• Recognize and correct inappropriate shifts in verb tense.</li> </ul>	<p>Recognize and correct inappropriate shifts in verb tense.</p> <p>E05.D.1.1.4</p>	<p>3<sup>rd</sup> Quarter</p>	

<p>Houghton Mifflin English Text Book Unit 7</p>	<ul style="list-style-type: none"> <li>• Adverbs</li> <li>• Comparing with Adverbs</li> </ul>	<p>REVIEW</p>	<p>3<sup>rd</sup> Quarter</p>	
<p>Houghton Mifflin English Text Book Unit 7</p>	<ul style="list-style-type: none"> <li>• Prepositions</li> <li>• Prepositional Phrases</li> </ul>	<p>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. E05.D.1.1.1</p>	<p>4<sup>th</sup> Quarter</p>	
<p>Houghton Mifflin English Text Book Unit 5</p>	<ul style="list-style-type: none"> <li>• Interjections</li> <li>• Quotations</li> <li>• Abbreviations</li> <li>• Titles</li> </ul>	<p>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. E05.D.1.1.1</p> <p>Use underlining, quotation marks, or italics to indicate titles of works</p> <p>E05.D.1.2.5</p>	<p>4<sup>th</sup> Quarter</p>	