



## English Language Arts Curriculum

### Upper Elementary

#### 1.1 Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

#### Expectations for Students

**CC.1.1.5.D** - Know and apply grade level phonics and word analysis skills in decoding words.

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

**CC.1.1.5.E** - Read with accuracy and fluency to support comprehension:

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### 1.2 Reading Informational Text

Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

#### Expectations for Students

**CC.1.2.6.A** - Determine and explain the main idea or central ideas of a text and how they are conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**CC.1.2.6.B** - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences and/or generalizations drawn from the text.

**CC.1.2.6.C** - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text and explain relationships, events, procedures, ideas, or concepts in a text, including what happened and why based on specific information in the text.

**CC.1.2.6.D** - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text, analyzing multiple accounts of the same event or topic, and comparing and contrasting events from two different points of view.

**CC.1.2.6.E** - Use and analyze the author's structure through the use of paragraphs, chapters, or sections to interpret information. (e.g., chronology, comparison, cause/effect, problem/ solution).

**CC.1.2.6.F** - Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.

**CC.1.2.6.G** - Integrate information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently, and explain how the information contributes to an understanding of text in which it appears.

**CC.1.2.6.H** - Determine and evaluate how an author uses reasons and evidence to support particular points in a text.

**CC.1.2.6.I** - Examine how two authors present similar information in different types of text on the same topic to demonstrate an understanding of that topic.

**CC.1.2.6.J** - Acquire and use accurately grade-appropriate conversational, general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression that signal contrast, precise actions, or emotions.

**CC.1.2.6.K** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

**CC.1.2.6.L** - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

### **1.3 Reading Literature**

Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

#### **Expectations for Students:**

##### **All:**

**CC.1.3.6.A** - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**CC.1.3.6.D** - Determine and analyze an author’s point of view or purpose in a text and explain how it is conveyed in the text; compare and contrast an event or topic told from two different points of views.

**CC.1.3.6.F** - Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.

**CC.1.3.6.G** - Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching.

**CC.1.3.6.I** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

**CC.1.3.6.H** - Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements, including texts from different cultures.

**CC.1.3.6.J** - Acquire and use accurately grade-appropriate conversational, general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**CC.1.3.6.K** - Read and comprehend literary fiction on grade level, reading independently and proficiently.

##### **Fourth:**

**CC.1.3.4.B** - Cite relevant details from text to support what the text says explicitly and make inferences.

**CC.1.3.4.C** - Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.

**CC.1.3.4.E** - Explain major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.

**Fifth:**

**CC.1.3.5.B** - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

**CC.1.3.5.C** - Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.

**CC.1.3.5.E** - Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**Sixth:**

**CC.1.3.6.B** - Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

**CC.1.3.6.C** - Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.

**CC.1.3.6.E** - Analyze the development of the meaning through the overall structure of the text.

## **1.4 Writing**

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective.

### **Expectations for Students:**

#### **All:**

**CC.1.4.6.A** - Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

**CC.1.4.6.B** - Identify and introduce the topic clearly for the intended audience.

**CC.1.4.6.C** - Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

**CC.1.4.6.F** - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**CC.1.4.6.H** - Introduce and state an opinion on a topic.

**CC.1.4.6.L** - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.

**CC.1.4.6.M** - Write narratives to develop real or imagined experiences or events.

**CC.1.4.6.N** - Engage and orient the reader by establishing a context and introducing a narrator and/or characters.

**CC.1.4.6.P** - Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.

**CC.1.4.6.R** - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**CC.1.4.6.S** - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

**CC.1.4.6.T** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CC.1.4.6.X** - 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.

**Fourth:**

**CC.1.4.4.D** - Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aid comprehension.

**CC.1.4.4.E** - Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CC.1.4.4.G** - Write opinion pieces on topics or texts.

**CC.1.4.4.I** - Provide reasons that are supported by facts and details.

**CC.1.4.4.J** - 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.

**CC.1.4.4.K** - Choose words and phrases to convey ideas precisely in an opinion/argumentative piece.

**CC.1.4.4.O** - Use dialogue and descriptions 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.

**CC.1.4.4.Q** - Choose words and phrases to convey ideas precisely in a narrative piece.

**CC.1.4.4.U** - 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 one page in a single sitting.

**CC.1.4.4.V** - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**CC.1.4.4.W** - 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.

**Fifth:**

**CC.1.4.5.D** - 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 aid comprehension.

**CC.1.4.5.E** - Write with an awareness of style.

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

**CC.1.4.5.G** - Write opinion pieces on topics or texts.

**CC.1.4.5.I** - Provide reasons that are supported by facts and details; draw from credible sources.

**CC.1.4.5.J** - 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.

**CC.1.4.5.K** - Write an opinion/argumentative piece with an awareness of style.

- Use sentences of varying length.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**CC.1.4.5.O** - 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

**CC.1.4.5.Q** - Write a narrative piece with an awareness of styles.

- Use sentences of varying length.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**CC.1.4.5.U** - 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.

**CC.1.4.5.V** - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**CC.1.4.5.W** - 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.

### **Sixth:**

**CC.1.4.6.D** - Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

**CC.1.4.6.E** - Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocab to inform about or explain the topic.
- Use sentences of varying lengths and complexities
- Use precise language.
- Develop and maintain a consistent voice
- Establish and maintain a formal style.

**CC.1.4.6.G** - Write arguments to support claims.

**CC.1.4.6.I** - Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.

**CC.1.4.6.J** - Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.

**CC.1.4.6.K** - Write an opinion/argumentative piece with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocab to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Use precise language.
- Develop and maintain a consistent voice
- Establish and maintain a formal style.

**CC.1.4.6.O** - Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CC.1.4.6.Q** - Write a narrative piece with an awareness of the stylistic aspects of writing.

- Vary sentence patterns for meaning, reader/listener interest, and style.
- Use precise language.
- Develop and maintain a consistent voice.

**CC.1.4.6.U** - 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 three pages in a single sitting.

**CC.1.4.6.V** - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**CC.1.4.6.W** - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.



## **1.5 Speaking and Listening**

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

### **Expectations for Students:**

#### **All:**

**CC.1.5.6.A** - Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CC.1.5.6.D** - Report on a topic, tell a story, or present an opinion, claims and findings, sequencing ideas logically and using pertinent and appropriate descriptions, facts, and details to support main ideas or themes in an organized manner; use appropriate eye contact, speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

**CC.1.5.6.E** - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**CC.1.5.6.F** - Include multimedia components and visual displays in presentations to clarify information when appropriate to enhance the development of main ideas or themes

**CC.1.5.6.G** - Demonstrate command of the conventions of standard English when speaking based on grade level appropriate and content.

#### **Fourth:**

**CC.1.5.4.B** - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CC.1.5.4.C** - Identify the reasons and evidence a speaker provides to support particular points.

#### **Fifth:**

**CC.1.5.5.B** - Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CC.1.5.5.C** - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

#### **Sixth:**

**CC.1.5.6.B** - Delineate a speaker's argument and specific claims by identifying specific reasons and evidence, and recognize arguments or claims not supported by factual evidence.

**CC.1.5.6.C** - Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

## 1.6 Grammar

Students write and speak using the conventions of standard English.

### Upper Elementary Grammar Month-by-Month

<b>Month</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>	<b>6<sup>th</sup> Grade</b>
<b>September</b>	<b>Functions of Words - Parsing</b>  <b>Sentence Analysis, Level I</b> Subject, Verb, Direct Object, Indirect Object, Adverbial Extension	<b>Review Advanced Functions of Words</b>  <b>The Study of the Verb</b> Pronoun Charts; Transition from Purple to Green Pronoun Cards	<b>Review of the Tenses</b> Simple Tense Perfect Tense Progressive Tense Perfect Progressive Tense
<b>October</b>	<b>Advanced Functions of Words</b> <i>Nouns:</i> Common & Proper Collective Concrete & Abstract Special Aspects of Nouns - article noun agreement, plural, masculine & feminine forms	<i>Agreement of Pronoun &amp; Verb:</i> Simple Tense Conjugation - to love, to be, to have  <i>Verb Forms:</i> Infinitive Regular vs. Irregular Past & Present Participle	<b>Advanced Verb Study</b> <i>Active Voice:</i> Indicative Mood Imperative Mood Subjunctive Mood
<b>November</b>	<i>Adjectives:</i> Descriptive, Article, Numeral  Indefinite, Demonstrative, Possessive	<i>Forming Compound Tenses:</i> Perfect Tenses	<i>Active Voice:</i> Verbals - Gerunds Verbals - Participles Verbals - Infinitives
<b>December</b>	<i>Adjectives:</i> Interrogative, Proper  Special Aspects of the Adjective: Three Degrees of Comparison	<i>Forming Compound Tenses:</i> Progressive Tenses	<i>Passive Voice:</i> 1. Discovery 2. Formulation (Construction) 3. Usage & Conjugation
<b>January</b>	<i>Pronouns:</i> Personal Pronouns- Antecedents, Person & Number, Cases - Nominative, Objective, Possessive	<i>Forming Compound Tenses:</i> Perfect Progressive Tenses	Phrase vs. Clause <i>Types of Phrases:</i> Prepositional, Participial
<b>February</b>	<i>Pronouns:</i> Numeral, Indefinite, Demonstrative  Interrogative and Relative  Reciprocal, Reflexive, Intensive, Compound	Review of all verbs tenses  <b>Second Level Sentence Study</b> Transitive Verbs Intransitive Verbs	<i>Types of Phrases:</i> Gerund, Infinitive  <i>Clauses:</i> Independent and Subordinate

<p><b>March</b></p>	<p><i>Verb &amp; Verb Phrases</i></p> <p><i>Adverbs:</i> Time, Place, Manner</p> <p>Degree</p>	<p><b>Second Level Sentence Study:</b> Action &amp;. Linking Verbs Linking Verbs &amp; Predicate Words</p>	<p><i>Subordinate Clauses:</i></p> <ol style="list-style-type: none"> <li>1. Noun Clause</li> <li>2. Adjective Clause - Restrictive/Non-restrictive; Distinction Between That and Which</li> <li>3. Adverb Clause</li> </ol>
<p><b>April</b></p>	<p><i>Prepositions:</i> Position or Relation, Direction, Time, Instrument or Accompaniment, Material or Possession, Purpose</p> <p>Prepositional phrases &amp; Object of the Preposition</p> <p>Function of the Preposition (adverb or adjective)</p>	<p><b>Second Level Sentence Study:</b> Objective Complements Appositives Direct Address</p>	<p><b>Types of Sentences</b></p> <p>Simple</p> <p>Compound</p> <p>Complex</p> <p>Complex-Compound</p>
<p><b>May</b></p>	<p><i>Conjunctions:</i> Coordinating, Correlative, Subordinating</p> <p><i>Interjections</i></p>	<p><b>Second Level Sentence Study:</b> Attributive Adjectives Complement of Specification</p>	<p>Traditional Sentence Diagramming</p>

**Activities and Experiences**

Words Their Way Activities

Teacher Read Alouds

Guided Reading

Reader's Theater

Writer's Workshop

Research, Reports, &amp; Presentations

Writing Projects

-Autobiography (4th Grade)

-Mini-Expert Project (5th Grade)

-Expert Project (6th Grade)

Anchor Charts

Graphic Organizers

Practice Assignments

**Materials and Resources**

Words Their Way Sorts

*Writing With Ease Level 4*, Susan Wise Bauer*Writing With Skill Level 1*, Susan Wise Bauer

Advanced Functions of Words Material

Big Red Verb Box

Sentence Analysis Boxes Level I, II, III

*Literature for Grammar Intermediate Level*,

Mandala Classroom Resources

*Tune-Ups for Second Level Grammar Studies*,

Mandala Classroom Resources

Albanesi AE Language Cards

*SRA Reading Laboratory*, McGraw Hill

Individual Student Journals

3-Part Cards

**Whole-Level Novels:***Pay It Forward* (U)- Hyde*A Night Divided* (Y)-Nielsen*Brotherhood* (Z)-Westrick*Fever 1793* (Z)-Halse Anderson**Guided Reading Novels:***Tales of a Fourth Grade Nothing* (Q)-Blume*Fourth Grade Rats* (Q)-Spinelli*Dear Mr. Henshaw* (Q)-Cleary*Half Moon Investigations* (Q)-Colfer*Strider* (R)-Cleary*Misty of Chincoteague* (R)-Henry*Shadows of the Sea* (R)-Harlow*Trumpet of the Swans* (R)-White*Rules* (R)-Lord*Hatchet* (R)-Paulsen*From the Mixed Up Files of Mrs. Basil E. Frankweiler*

(S)-Konigsburg

*Cricket in Times Square* (S)-Williams*The Great Gilly Hopkins* (S)-Paterson*The Borrowers Afloat* (S)-Krush*Swindle* (T)-Korman*Chasing Vermeer* (T)-Helquist*Danny, Champion of the World* (T)-Dahl*The Ballad of Lucy Whipple* (T)-Cushman*Bridge to Terabithia* (T)-Paterson*Summer of the Swans* (U)-White*Wringer* (U)-Spinelli*Bud, Not Buddy* (U)-Curtis*The Search for Delicious* (U)-Babbitt*View from Saturday* (U)-Konigsburg*Tale of Despereaux* (U)-DiCamillo

*Number the Stars* (U)-Lowry

*The BFG* (U)-Dahl

*Flora & Ulysses* (U)-DiCamillo

*Dogsong* (V)-Paulsen

*Stargirl* (V)-Spinelli

*Road Trip* (V)-Paulsen

*Holes* (V)-Sachar

*Schooled* (V)-Korman

*The Westing Game* (V)-Raskin

*The Music of the Dolphins* (V)-Hesse

*A Wrinkle in Time* (W)-L'Engle

*Tuck Everlasting* (W)-Babbitt

*Maniac Magee* (W)-Spinelli

*Bird Lake Moon* (W)-Henkes

*Walk Two Moons* (W)-Creech

*Hope Was Here* (W)-Bauer

*Escape* (W)-Zullo

*True North* (W)-Lasky

*Hoot* (W)-Hiaasen

*Al Capone Does My Shirts* (X)-Choldenko

*The Egypt Game* (X)-Raible

*Elephant Run* (Y)-Smith

*Code Talker* (Y)-Bruchac

*Woods Runner* (Y)-Paulsen

*Flight#116 Is Down!* (Z)-Cooney

*Vietnam#1: I Pledge Allegiance* (Z)-Lynch

### **Assessments**

Fountas & Pinnell Reading Benchmark Assessment

Writing Assessment

Words Their Way Assessments

Card Sorts

Practice Assignments

Projects & Presentations

Teacher Observation & Progress Checklist