

Sampson County Schools  
English Language Arts

Fifth Grade

2009-2010

Time (approximate teaching days)	Major Concepts	Objective (North Carolina Standard Course of Study)	Strategies	Recommended Resources
<p><b>Teach</b> <b>First 9</b> <b>Weeks</b> <b>Teach</b> <b>Second</b> <b>9 Weeks</b> <b>Teach</b> <b>Third 9</b> <b>Weeks</b> <b>Model</b> <b>Assess</b> <b>All Four</b> <b>9 weeks</b></p>	Vocabulary	<p>1.01 Expand and refine vocabulary through knowledge of:</p> <ul style="list-style-type: none"> <li>a) Prefixes</li> <li>b) Suffixes</li> <li>c) Roots</li> <li>d) Derivatives</li> <li>e) Etymologies (word origins)</li> <li>f) Context Clues</li> </ul>	<p>Recognize prefixes, suffixes and roots</p> <p>Identify new prefixes, suffixes and roots</p> <p>Know meanings</p> <p>Use meanings to decode and comprehend unknown words</p> <p>Identify strategies for using context clues: reread, look backward, look forward, using text features, illustrations, definitions, captions, compare/contrast</p> <p>Maintain Reading</p> <p>Response Journal</p>	<p><b>Bridge Map for meanings</b> <b>MacMillan McGraw Hill</b> <b>Language Arts</b> <b>Scott Foresman/Harcourt Daily Practice Book</b> <b>Promethean Planet flip charts</b> <b>Brace Map for identifying parts</b></p>
<p><b>Teach</b> <b>First 9</b> <b>Weeks</b> <b>Model</b> <b>Assess</b></p>	Vocabulary	<p>1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.</p>	<p>Create Four Square (word, definition, illustration, sentence)</p> <p>Fresh read use post-its</p> <p>Vocabulary games</p>	<p><b>Scott Foresman Vocabulary Cards</b> <b>Various Flip Charts</b> <b>Waltke's Web Vocabulary Power Points</b> <b>Promethean Planet flip charts</b></p>

Sampson County Schools  
English Language Arts

Fifth Grade

2009-2010

All Four 9 weeks			Newspaper	
<p><b>Teach</b> <b>First 9 Weeks</b> <b>Teach</b> <b>Second 9 Weeks</b> <b>Teach</b> <b>Third 9 Weeks</b> <b>Model</b> <b>Assess</b> <b>All Four 9 weeks</b></p>	Vocabulary	<p>1.03 Increase reading and writing vocabulary through:</p> <ul style="list-style-type: none"> <li>a) Wide reading</li> <li>b) Word study</li> <li>c) Word reference materials</li> <li>d) Context clues</li> <li>e) Writing process elements</li> <li>f) Writing as a tool</li> <li>g) Debate</li> <li>h) Discussions</li> <li>i) Seminars</li> <li>j) Examining the author's craft</li> </ul>	<p>Read a wide variety of text from different genres and topics</p> <p>Examine spelling patterns, rules and syllabication</p> <p>Explore new words and their meanings (semantics) through word study</p> <p>Debate/discuss various topics by choosing a position and providing support</p> <p>Listen to determine the meanings of words during discussions, book talks, book clubs, seminars, and reading groups</p> <p>Listen to identify unknown words and generate questions to determine meanings</p> <p>Examine language used by author</p> <p>Using journals in response to a prompt</p>	<p><b>Read Alouds, Leveled Readers, Dictionary, Thesaurus, Trade Books and Integrated content area vocabulary</b></p> <p><b>Accelerated Reader</b></p> <p><b>Newspaper</b></p> <p><b>Magazines</b></p>
<p><b>Teach</b> <b>First 9 Weeks</b> <b>Model</b> <b>Assess</b></p>	Vocabulary	<p>1.04 Use word reference materials (e.g., glossary, dictionary, thesaurus, on-line reference tools) to identify and comprehend unknown</p>	<p>Explain the purpose and parts of reference materials (guide words, pronunciation key, syllable breaks, parts of speech,</p>	<p><b>glossary, dictionary, thesaurus, on-line reference tools</b></p>

Sampson County Schools  
English Language Arts

Fifth Grade

2009-2010

<b>All Four 9 weeks</b>	words.	word definitions, key words for on-line resources, and Web addresses) of reference materials (dictionary, glossary, encyclopedia, thesaurus, and on-line reference tools) Compare and contrast various reference materials Justify when to use the various reference materials	
<b>Teach First 9 Weeks Model Assess All Four 9 weeks</b>	Vocabulary	1.05 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: <ul style="list-style-type: none"> <li>• Increase fluency</li> <li>• Build background knowledge</li> <li>• Expand and refine vocabulary</li> </ul>	<p>Star Reading Suggested Levels Partner Reading Literature Circles Grade Level Buddies (younger children)</p> <p><b>Accelerated Reader Study Island Classroom Libraries Trade Book Newspaper (Kidsville) Scott Foresman/Harcourt Materials Weekly Reader Scholastic Readers</b></p>
<b>Teach First 9 Weeks Model Assess All Four 9 weeks</b>	Critical Thinking Vocabulary Comprehension	2.01 Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary: (skim, scan, question)	<p>Model thinking aloud Thinking maps Visualizing Illustrating Inferring Summarizing/Note taking Predict o gram (Interactive)</p> <p><b>Scott Foresman/Harcourt Materials Accelerated Reader Study Island EOG Practice Books Discovery Streaming S.I.O.P Strategies</b> <a href="http://www.reading-activities.com/predict_o_gram">http://www.reading-activities.com/predict_o_gram</a></p>

Sampson County Schools  
English Language Arts

Fifth Grade

2009-2010

				Promethean Planet flip charts Newspaper
<p><b>Teach</b> <b>First 9</b> <b>Weeks</b> <b>Model</b> <b>Assess</b> <b>All Four</b> <b>9 weeks</b></p>	<p>Reading Strategies: Predicting Higher Level Thinking (Critical, interpretive, and evaluative processes)</p>	<p>2.02 Interact with the text before, during, and after reading, listening, and viewing by:</p> <ul style="list-style-type: none"> <li>• making predictions</li> <li>• formulating questions</li> <li>• supporting answers from textual information, previous experience, and/or other sources</li> <li>• drawing on personal, literary, and cultural understanding</li> <li>• seeking additional information</li> </ul>	<p>Record on post it notes ahas or questions I wonder/I think charts (questions or inferences) Thinking Maps Use picture books to model skills Literature Circles Visualizing Illustrating Inferring Summarizing/Note taking Predict o gram (Interactive) Journals Create brochures or book covers Foldables</p>	<p><b>Scott Foresman/Harcourt Materials</b> <b>Accelerated Reader</b> <b>Study Island</b> <b>Picture Books</b> <b>Trade books</b> <b>Novels</b> <b>Internet</b> <b>Promethean Planet flip charts</b> <b>Newspaper</b></p>
<p><b>Teach</b> <b>First 9</b> <b>Weeks</b> <b>Teach</b> <b>Second</b> <b>9 Weeks</b> <b>Teach</b> <b>Fourth 9</b> <b>Weeks</b> <small>(after EOG)</small> <b>Model</b> <b>Assess</b></p>	<p>Genre</p>	<p>2.03 Read a variety of texts, such as:</p> <p>a) fiction: tall tales, myths</p> <p>b) nonfiction: books of true experience, newspaper and magazine articles, schedules</p> <p>c) poetry: narrative, lyric, and cinquains</p> <p>d) drama: plays and skits</p>	<p>Class Readings Literature Circles Paired Reading Independent Reading Book Buddies Tree Map Log by Genre</p>	<p><b>Scott Foresman/Harcourt Materials</b> <b>Accelerated Reader</b> <b>Study Island</b> <b>Newspaper</b></p>

Sampson County Schools  
English Language Arts

Fifth Grade

2009-2010

<b>All Four 9 weeks</b>				
<b>Teach First 9 Weeks Teach Second 9 Weeks Model Assess All Four 9 weeks</b>	Elements of Fiction and Nonfiction	2.04 Identify elements of fiction and nonfiction and support by referencing the text to determine the: a) Plot development b) Author's choice of words c) Effectiveness of figurative language: personification, flashback d) Tone	Writing Summarizing Questioning Thinking Maps (Tree)	<b>Scott Foresman/Harcourt Materials Accelerated Reader Study Island Promethean Planet flip charts Newspaper</b>
<b>Teach First 9 Weeks Model Assess All Four 9 weeks</b>	Critical Evaluation of Text Higher Level Thinking	2.05 Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s).	Reread, highlight contextual clues Questioning	<b>Scott Foresman/Harcourt Materials (Daily Practice) Accelerated Reader Study Island Promethean Planet flip charts Newspaper</b>
<b>Teach First 9 Weeks Model Assess All Four 9 weeks</b>	Author's Purpose	2.06 Analyze choice of reading materials congruent with purposes: (reading for information, reading to extend content area learning, reading for pleasure, entertainment)	P.I.E. (Visual of a pie that is divided by Persuade, Inform, and Entertain) Ongoing tree map (Categorize selections read over year by purpose)	<b>Scott Foresman/Harcourt Materials Accelerated Reader Study Island</b>

Sampson County Schools  
English Language Arts

Fifth Grade

2009-2010

			Newspaper articles	
<b>Teach</b> <b>First 9</b> <b>Weeks</b> <b>Model</b> <b>Assess</b> <b>All Four</b> <b>9 weeks</b>	Author's craft Text structure	2.07 Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text(s), and graphics	Analyzing what the author used (graphics, subtitles, numbered lists)	<b>Scott Foresman/Harcourt Materials</b> <b>Accelerated Reader</b> <b>Study Island</b>
<b>Teach</b> <b>First 9</b> <b>Weeks</b> <b>Teach</b> <b>Third 9</b> <b>Weeks</b> <b>Model</b> <b>Assess</b> <b>All Four</b> <b>9 weeks</b>	Cause Effect Problem/ Solution	2.08 Explain and evaluate relationships that are: a) Causal(Cause/Effect) b) Hierarchical (Ranking) c) Temporal (Steps in a Process) d) Problem-solution	Use appropriate thinking maps Select Read Alouds that represent a relationship between events that are causal, hierarchical, temporal and problem solution	<b>Scott Foresman/Harcourt Materials</b> <b>Accelerated Reader</b> <b>Study Island</b> <b>Promethean Planet flip charts</b> <b>Newspaper</b>
<b>Teach</b> <b>First 9</b> <b>Weeks</b> <b>Teach</b> <b>Second</b> <b>9 Weeks</b> <b>Model</b> <b>Assess</b> <b>All Four</b> <b>9 weeks</b>	Critical Thinking: Evaluating Inferring Generalizing	2.09 Listen actively and critically by: a) Asking questions. b) Delving deeper into the topic. c) Elaborating on the information and ideas presented. d) Evaluating information and ideas. e) Making inferences and drawing conclusions. f) Making judgments.	Highlighting clues Using author's craft Author's mood, purpose...	<b>Scott Foresman/Harcourt Materials</b> <b>Accelerated Reader</b> <b>Study Island</b>
<b>Teach</b>	Author's	2.10 Identify strategies used by	Author's P. I. E.	<b>Scott Foresman/Harcourt Materials</b>

Sampson County Schools  
English Language Arts

Fifth Grade

2009-2010

<p><b>Second 9 Weeks Model Assess All Four 9 weeks</b></p>	<p>tone</p>	<p>a speaker or writer to inform, entertain, or influence an audience.</p>	<p>Tree Map with past readings</p>	<p><b>Accelerated Reader Study Island</b>  <a href="http://www.reallygoodstuff.com/pdfs/154906.pdf">http://www.reallygoodstuff.com/pdfs/154906.pdf</a>  <a href="http://www.dcte.udel.edu/hlp/resources/progressive/pdfs/pie_author_purp.pdf">http://www.dcte.udel.edu/hlp/resources/progressive/pdfs/pie_author_purp.pdf</a></p>
<p><b>Teach First 9 Weeks Teach Second 9 Weeks Teach Third 9 Weeks Model Assess All Four 9 weeks</b></p>	<p>Interpretive, Critical, and Evaluative Processes</p>	<p>3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:</p> <ul style="list-style-type: none"> <li>a) Analyzing word choice and content.</li> <li>b) Examining reasons for a character's actions, taking into account the situation and basic motivation of the character.</li> <li>c) Creating and presenting a product that effectively demonstrates a personal response to a selection or experience.</li> <li>d) Examining alternative perspectives</li> <li>e) Evaluation the differences among genres.</li> <li>f) Examining relationships among characters,</li> <li>g) Making and evaluating inferences and</li> </ul>	<p>Thinking Maps Identify genres as different kinds of literary texts: Respond to text orally and in written form:</p> <ul style="list-style-type: none"> <li>• analyze/discuss the impact of the author's word choice and context in text</li> <li>• examine/discuss reasons for characters' actions, motives, relationships, and behaviors in text</li> <li>• create and present via diorama, skit, play, oral presentation, etc. a personal response to text</li> <li>• examine alternative perspectives</li> <li>• evaluate differences among</li> </ul>	<p><b>Scott Foresman/Harcourt Materials Accelerated Reader Study Island Promethean Planet flip charts Newspaper</b></p>

**Fiction** is generally defined as a narrative that is imagined rather than real traditional literature: folktales, fables, myths, legends, epics  
 fantasy: science fiction  
 realism: realistic fiction, historical fiction  
**Nonfiction** is intended to provide factual information through text and visual images focusing on one particular topic and the information is verifiable from other sources:  
 informational: science, social studies, mathematics, health, language, arts, recreation  
 biography: authentic biography, fictionalized biography, autobiography, memoir  
**Poetry**: brings together sounds and words in unique and intriguing ways which may evoke intense imagery and profound meaning using meaning and emotion  
 figurative language, rhythm or

Sampson County Schools  
English Language Arts

Fifth Grade

2009-2010

conclusions about  
characters, events, and  
themes.

genres

- evaluate inferences and conclusions about characters, events, and themes

**Fiction** texts:

- select a character(s) from a story
- examine his/her actions to determine character traits
- list events from the story that provide evidence for specific character traits
- compare and contrast others' perspectives about the same character
- use appropriate graphic organizers whenever possible

**Non-fiction** text:

- examine the organization of the text
- select a graphic organizer that represents the relationship

Sampson County Schools  
English Language Arts

Fifth Grade

2009-2010

			between events that are causal, hierarchical, temporal, problem-solution	
<b>Teach First 9 Weeks Model Assess All Four 9 weeks</b>	Compare and Contrast	3.02 Make connections within and between texts by recognizing similarities and differences based on a common lesson, theme, or message.	Double Bubble Map	<b>Scott Foresman/Harcourt Materials Trade books Accelerated Reader Study Island</b>
<b>Teach First 9 Weeks Model Assess All Four 9 weeks</b>	Characterization	3.03 Justify evaluation of characters and events from different selections by citing supporting evidence in the text(s).	Bubble Map (with specific citation as to choice of adjectives)	<b>Scott Foresman/Harcourt Materials Accelerated Reader Study Island</b>
<b>Teach First 9 Weeks Model Assess All Four 9 weeks</b>	Generalizations Making Judgements	3.04 Make informed judgments about television, radio, video/film productions, and other electronic medium, and/or print formats.	Listening for idioms in commercials/media	<b>Television Radio Videos Blogs Screenplays Internet</b>
<b>Teach First 9 Weeks Model Assess All Four 9 weeks</b>	Main Ideas Details Research	3.05 Integrate main idea and supporting details from multiple sources to expand understanding of texts.	Mini-Book Talk with AR test	<b>Scott Foresman/Harcourt Materials Trade books Promethean Planet flip charts Newspaper Accelerated Reader Study Island</b>

Sampson County Schools  
English Language Arts

Fifth Grade

2009-2010

<p><b>End of Third 9 weeks</b> <b>Beginning of Fourth 9 weeks</b></p>	<p>Research</p>	<p>3.06 Conduct research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).</p>	<p>Use Computer Lab/Media Center Resources PowerPoint, Word Processing</p>	<p><b>Scott Foresman/Harcourt Materials</b> <b>Accelerated Reader</b> <b>Study Island</b> <b><i>Sampson County Writing Folder</i></b></p>
<p><b>End of Third 9 weeks</b> <b>Beginning of Fourth 9 weeks</b></p>	<p>Judgments</p>	<p>3.07 Make informed judgments about:</p> <ul style="list-style-type: none"> <li>• Bias</li> <li>• Propaganda</li> <li>• Stereotyping</li> <li>• Media techniques</li> </ul>		<p><b>Scott Foresman/Harcourt Materials</b> <b>Promethean Planet flip charts</b> <b>Newspaper</b> <b>Accelerated Reader</b> <b>Study Island</b></p>
<p><b>Teach First 9 Weeks</b> <b>Model Assess All Four 9 weeks</b></p>	<p>Fluency Comprehension</p>	<p>4.01 Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience and purpose.</p>	<p>WOW Civic Oration Contest Book Talks/Reports Readers Theater</p>	<p><b>Scott Foresman/Harcourt Materials</b> <b>Accelerated Reader</b> <b>Study Island</b> <b>Newspaper</b></p>
<p><b>Teach First 9 Weeks</b> <b>Teach Second 9 Weeks</b> <b>Teach Third 9 Weeks</b></p>	<p>Persuasion Argumentative</p>	<p>4.02 Use oral and written language to:</p> <ul style="list-style-type: none"> <li>a) Formulate hypotheses.</li> <li>b) Evaluate information and ideas.</li> <li>c) Present and support arguments.</li> <li>d) Influence the thinking of others.</li> </ul>	<p>Science Fair Abstracts Project Presentations Journals (ex. What would you change....)</p>	<p><b>Scott Foresman/Harcourt Materials</b> <b>Accelerated Reader</b> <b>Study Island</b> <b><i>Sampson County Writing Folder</i></b></p>

Sampson County Schools  
English Language Arts

Fifth Grade

2009-2010

<b>Teach Second 9 Weeks Teach Third 9 Weeks Model Assess</b>	Vocabulary Development	4.03 Make oral and written presentations to inform or persuade selecting vocabulary for impact.	WOW Civic Oration Contest Book Talks/Reports Science Fair Abstracts Project Presentations	<b>Scott Foresman/Harcourt Materials Accelerated Reader Study Island</b>
<b>Teach First 9 Weeks Model Assess All Four 9 weeks</b>	Analyzing of Personal Writing	4.04 Select a self-evaluated composition for publication and justify rationale for selection.	Portfolio Night Research Paper (All About Me) WOW Speeches Writer's Workshop	<b>Scott Foresman/Harcourt Materials Accelerated Reader Study Island</b>
<b>Teach First 9 Weeks Model Assess All Four 9 weeks</b>	Writing Process	4.05 Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.	Thinking Maps "Folded" Plan R.A.F.T. Assignment (Students/Teacher choose Role, Audience, Format, Topic)	<b>Scott Foresman/Harcourt Materials Accelerated Reader Study Island</b>
<b>Teach First 9 Weeks Model Assess All Four 9 weeks</b>	Writing Process	4.06 Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.	Expanded Outline Various Thinking Maps	<b>Scott Foresman/Harcourt Materials Zaner-Bloser</b>
<b>Teach First 9 Weeks</b>	Writing Process Genre	4.07 Compose a variety of fiction, nonfiction, poetry, and drama using self-selected topic	1. Identify the various organizational patterns or formats of fiction,	<b>Scott Foresman/Harcourt Materials Zaner-Bloser</b>

Sampson County Schools  
English Language Arts

Fifth Grade

2009-2010

<b>Model Assess All Four 9 weeks</b>		and format (e.g., poetry, research reports, news articles, letters to the editor, business letters).	nonfiction, poetry, and drama 2. Choose the appropriate format for the topic	
<b>Teach First 9 Weeks Model Assess All Four 9 weeks</b>	Writing Process	4.08 Focus revision on target elements by: • Improving word choice • Rearranging text for clarity. • Creating simple and/or complex sentences for clarity or impact. • Developing a lead, characters, or mood	Writer's Workshop Sequencing Activities Flow Maps	<b>Scott Foresman/Harcourt Materials Accelerated Reader Promethean Planet flip charts Newspaper</b>
<b>Teach First 9 Weeks Model Assess All Four 9 weeks</b>	Writing	4.09 Produce work that follows the conventions of particular genres (e.g., essay, feature story, business letter).	Use "real life" examples	<b>Scott Foresman/Harcourt Materials Promethean Planet flip charts Newspaper</b>
<b>Teach First 9 Weeks Model Assess All Four 9 weeks</b>	Technology	4.10 Use technology as a tool to enhance and/or publish a product.	Scholastic Keys	<b>Scott Foresman/Harcourt Materials Computer Lab/ Media Center</b>
<b>Teach First 9 Weeks</b>	Grammar	5.01 Consistently use correct capitalization (e.g., names of magazines, newspapers,	Daily practice Sentence Revision	<b>Scott Foresman/Harcourt Materials McMillan McGraw Hill English Language Arts</b>

Sampson County Schools  
English Language Arts

Fifth Grade

2009-2010

<b>Model Assess All Four 9 weeks</b>		organizations) and punctuation (e.g., colon to introduce a list, commas in apposition, commas used in compound sentences).		<b>Daily Fix Its (D.O.L) Research Paper (Bibliography)</b>
<b>Teach First 9 Weeks Model Assess All Four 9 weeks</b>	Spelling Grammar	5.02 Demonstrate understanding in speaking and writing by using: <ul style="list-style-type: none"> <li>• troublesome verbs</li> <li>• nominative, objective, and possessive pronouns</li> </ul>	Teacher Modeling Daily Fix Its (Daily Oral Language) Grammar with a Giggle	<b>Scott Foresman/Harcourt Materials McMillan McGraw Hill English Language Arts Daily Fix Its (D.O.L) Trade books on Parts of Speech</b>
<b>Teach Second 9 Weeks Model Assess All Four 9 weeks</b>	Writing Grammar	5.03 Elaborate information and ideas in speaking and writing by using: <ul style="list-style-type: none"> <li>a) prepositional phrases</li> <li>b) transitions</li> <li>c) coordinating conjunctions</li> <li>d) subordinating conjunctions</li> </ul>	Journal Writing Prompt Analysis Summaries	<b>Scott Foresman/Harcourt Materials McMillan McGraw Hill English Language Arts Daily Fix Its (D.O.L) Trade books on Parts of Speech</b>
<b>Teach First 9 Weeks Model Assess All Four 9 weeks</b>	Vocabulary	5.04 Determine the impact of word choice on written and spoken language.	Using thesaurus Word “Taboos” “Burying” Overused words Four Column Think Sheet	<b>Thesaurus Grammar with Giggle Chartlets with overused words Four Column Think Sheet (Scroll to page 140 below)</b> <a href="http://books.google.com/books?id=qzIXoq9q2X8C&amp;pg=PA188&amp;lpg=PA188&amp;dq=Four+column+think+sheet&amp;source=bl&amp;ots=NhogaYr-y1&amp;sig=JdiscyxILRucKTDZLfk2_54m5Qw&amp;hl=en&amp;ei=H_BdSrrdK43QM6O9b8C&amp;sa=X&amp;oi=book_result&amp;ct=r">http://books.google.com/books?id=qzIXoq9q2X8C&amp;pg=PA188&amp;lpg=PA188&amp;dq=Four+column+think+sheet&amp;source=bl&amp;ots=NhogaYr-y1&amp;sig=JdiscyxILRucKTDZLfk2_54m5Qw&amp;hl=en&amp;ei=H_BdSrrdK43QM6O9b8C&amp;sa=X&amp;oi=book_result&amp;ct=r</a>

Sampson County Schools  
English Language Arts

Fifth Grade

2009-2010

<a href="#"><u>esult&amp;resnum=1</u></a>				
<b>Teach First 9 Weeks Model Assess All Four 9 weeks</b>	Spelling	5.05 Spell most commonly used words accurately using a multi-strategy approach to the learning of new spellings.	Teacher Modeling Word families Use of prefixes, suffixes, root Tree maps Word Sorts Flip books	<b>Scott Foresman/Harcourt Materials McMillan McGraw Hill Teacher Resources Foam Magnetic Letters/Tiles</b>
<b>Teach First 9 Weeks Model Assess All Four 9 weeks</b>	Spelling Proofreading	5.06 Proofread for accuracy of spelling using appropriate strategies to confirm spelling and correct errors.	Teacher Modeling Writer's Workshop Peer Critique Editing Marks Highlighting	<b>Scott Foresman/Harcourt Materials McMillan McGraw Hill Teacher Resources Zaner-Bloser</b>
<b>Teach Model Assess All Four 9 weeks</b>	Editing	5.07 Edit final product for grammar, language convention, and format.	Teacher Modeling Peer Critique Editing marks Writer's Workshop	<b>Scott Foresman/Harcourt Materials Teacher Resources Zaner-Bloser</b>
<b>Teach First 9 Weeks Model Assess All Four 9 weeks</b>	<b>Publishing</b>	<b>5.08 Create readable documents through legible cursive handwriting and word processing.</b>	<b>Teacher Modeling Center Activities Independent Practice</b>	<b>Paper Materials Writing samples Zaner-Bloser Teacher Resources</b>

NCDPI Resources: Sample Items

<http://www.ncpublicschools.org/accountability/testing/eog/sampleitems/reading>

2009 Released EOG

<http://www.ncpublicschools.org/accountability/testing/releasedforms>

Sampson County Schools  
English Language Arts

Fifth Grade

2009-2010