

# Teacher Overview for Fifth Grade English

## Teacher Directions:

**Orthography** consists of spelling, penmanship, and speaking. Spelling is taught from the book, *How to Teach Spelling*, as a practice of dictation in applying spelling rules daily. The spelling rules are recorded in the notebook

and each day the student writes the dictation based upon the rule. Penmanship is a practice of reviewing and building skill using the Palmer method with a daily five-minute penmanship drill. Speaking will be taught third quarter.

Week	Quarter 1	Quarter 2
1	<p><b>Set up notebook:</b> Title page; overview. Tabs: Foundations, Orthography, Etymology, Syntax, Prosody, Composition</p> <p><b>Foundations:</b> The significance of writing and Bible books (<i>NPEG</i>, 47–52; <i>C&amp;P</i>, 19–26)</p> <p><b>Orthography:</b> Establish the spelling and penmanship routines</p> <p><b>Composition:</b> Review the structure of paragraph writing using the Paragraph House; establish a composition writing routine based on the four steps: pre-writing, drafting, revision, presentation</p> <p><b>Etymology:</b> Review word structure, prefixes, suffixes, and the word analytical process</p>	<p><b>Foundations:</b> The role of Rome and Latin on the Chain of Christianity®</p> <p><b>Orthography:</b> Continue the spelling and penmanship routines</p> <p><b>Composition:</b> Continue the writing routine</p> <p><b>Etymology:</b> Continue instruction and word analysis from content areas</p> <p><b>Syntax:</b> Review sentence patterns with one-word modifiers; diagramming</p> <p><b>Student assignment:</b> Assign book review due at the end of quarter</p>
2	<p><b>Foundations:</b> Continue significance of writing and Bible books</p> <p><b>Orthography:</b> Continue the spelling and penmanship routines</p> <p><b>Composition:</b> Continue writing routine</p> <p><b>Etymology:</b> Continue instruction and word analysis from content areas</p> <p><b>Syntax:</b> Review sentence patterns without modifiers</p>	<p><b>Foundations:</b> The role of Rome and Latin on the Chain of Christianity</p> <p><b>Orthography:</b> Continue the spelling and penmanship routines</p> <p><b>Composition:</b> Continue the writing routine</p> <p><b>Etymology:</b> Continue instruction and word analysis from content areas</p> <p><b>Syntax:</b> Review sentence patterns with one-word modifiers; diagramming</p>
3	<p><b>Foundations:</b> Continue significance of writing and Bible books</p> <p><b>Orthography:</b> Continue the spelling and penmanship routines</p> <p><b>Composition:</b> Continue writing routine</p> <p><b>Etymology:</b> Continue instruction and word analysis from content areas</p> <p><b>Syntax:</b> Review sentence patterns without modifiers; diagramming</p> <p><b>Book review</b>—format instruction; Book review due at the end of quarter</p>	<p><b>Foundations:</b> The role of Rome and Latin on the Chain of Christianity</p> <p><b>Orthography:</b> Continue the spelling and penmanship routines</p> <p><b>Composition:</b> Continue the writing routine</p> <p><b>Etymology:</b> Continue instruction and word analysis from content areas</p> <p><b>Syntax:</b> Review sentence patterns with one-word modifiers; diagramming</p>
4	<p><b>Foundations:</b> The influence of Latin on the English language (<i>NPEG</i>, 53)</p> <p><b>Orthography:</b> Continue the spelling and penmanship routines</p> <p><b>Composition:</b> Continue the writing routine; working on President’s Report for history</p> <p><b>Etymology:</b> Continue instruction and word analysis from content areas</p> <p><b>Syntax:</b> Review sentence patterns without modifiers; diagramming</p>	<p><b>Orthography:</b> Continue the spelling and penmanship routines</p> <p><b>Composition:</b> Continue the writing routine</p> <p><b>Etymology:</b> Continue instruction and word analysis from content areas</p> <p><b>Syntax:</b> Review sentence patterns with phrase modifiers from content areas; diagramming</p>
5	<p><b>Foundations:</b> The influence of Latin on the English language</p> <p><b>Orthography:</b> Continue the spelling and penmanship routines</p> <p><b>Composition:</b> Continue the writing routine; working on President’s Report for history</p> <p><b>Etymology:</b> Continue instruction and word analysis from content areas; compound words; grammatical terms analyzed</p> <p><b>Syntax:</b> Review sentence patterns without modifiers; diagramming</p>	<p><b>Orthography:</b> Continue the spelling and penmanship routines</p> <p><b>Composition:</b> Continue the writing routine: Example—The Character I Most Admire from <i>Little Women</i></p> <p><b>Etymology:</b> Continue instruction and word analysis from content areas</p> <p><b>Syntax:</b> Review sentence patterns with phrase modifiers; diagramming</p>
6	<p><b>Foundations:</b> The influence of Latin on the English language</p> <p><b>Orthography:</b> Continue the spelling and penmanship routines</p> <p><b>Composition:</b> Continue the writing routine; working on President’s Report for history</p> <p><b>Etymology:</b> Continue instruction and word analysis from content areas; compound words; grammatical terms analyzed</p> <p><b>Syntax:</b> Review sentence patterns without modifiers; diagramming</p>	<p><b>Orthography:</b> Continue the spelling and penmanship routines</p> <p><b>Composition:</b> Continue writing routines</p> <p><b>Etymology:</b> Introduce Anglo-Saxon element in English and the study of Anglo-Saxon prefixes (<i>NPEG</i>, 116–118)</p> <p><b>Syntax:</b> Review sentence patterns with phrase modifiers; diagramming</p>
7	<p><b>Orthography:</b> Continue the spelling and penmanship routines</p> <p><b>Composition:</b> Continue the writing routine; working on President’s Report for history</p> <p><b>Etymology:</b> Continue instruction and word analysis from content areas; compound words; grammatical terms analyzed</p> <p><b>Syntax:</b> Review sentence patterns with one-word modifiers; diagramming</p>	<p><b>Orthography:</b> Continue the spelling and penmanship routines</p> <p><b>Composition:</b> Continue the writing routine</p> <p><b>Etymology:</b> The study of Anglo-Saxon suffixes (<i>NPEG</i>, 119)</p> <p><b>Syntax:</b> Review sentence patterns with phrase modifiers; diagramming</p>
8	<p><b>Orthography:</b> Continue the spelling and penmanship routines</p> <p><b>Composition:</b> Continue the writing routine: Example—What Does it Mean to “Think Governmentally?”</p> <p><b>Etymology:</b> Continue instruction and word analysis from content areas; compound words; grammatical terms analyzed</p> <p><b>Syntax:</b> Review sentence patterns with one-word modifiers; diagramming</p>	<p><b>Orthography:</b> Continue the spelling and penmanship routines</p> <p><b>Composition:</b> Continue the writing routine</p> <p><b>Etymology:</b> The study of Anglo-Saxon words by their use and meaning (<i>NPEG</i>, 120)</p> <p><b>Syntax:</b> Review sentence patterns with phrase modifiers; diagramming</p>
9	<p><b>Orthography:</b> Continue the spelling and penmanship routines</p> <p><b>Composition:</b> Continue the writing routine; working on President’s Report for history</p> <p><b>Etymology:</b> Continue instruction and word analysis from content areas; compound words; grammatical terms analyzed</p> <p><b>Syntax:</b> Review sentence patterns with one-word modifiers; diagramming</p> <p><b>Prosody:</b> Memorization and recitation in Literature; discussion of meter and versification patterns of style</p> <p><b>Book review presentation</b></p>	<p><b>Orthography:</b> Continue the spelling and penmanship routines</p> <p>Book review presentation</p> <p><b>Composition:</b> Continue the writing routine</p> <p><b>Etymology:</b> Complete and test on study of Anglo-Saxon elements, prefixes, suffixes, use and meaning.</p> <p><b>Syntax:</b> Review sentence patterns with phrase modifiers from content areas; diagramming</p> <p><b>Book review presentation</b></p>