

# English/Language Arts Fifth Grade

## Program Goal:

Recognizing the differences in learning styles and ability levels, educators will teach all students to be able to communicate effectively, through reading, writing, speaking and listening. All students will learn language arts skills that allow them to continue learning through their lifetimes. Through a faith-based education, all students will learn to appreciate (value) diversity that is reflected in a variety of cultures and life experiences as they have to do with written and oral communication.

## Grade Level Goal:

### Reading:

Learners will become independent readers exploring diverse literary forms, both fiction and non-fiction. Critical reading skills will be developed to examine implied relationships, to recognize how character and plot are developed, and to formulate and justify opinions about text as they continue to organize information extracted from text.

### Writing:

Learners will write daily across the content areas. The instructional focus is on revising and editing, particularly word choice and sentence structure. The learner will continue to self-assess and edit their own writing. They are expected to demonstrate control over capitalization, punctuation, grammar, and spelling. Students also use available resources to assist them in the writing process.

## Oral Communication

The learner will use active listening skills to interpret, understand, and respond to orally transmitted messages. The learner will verbally transmit messages that are effectively delivered to, and understood by, the receiver.

## **Content Criteria:**

### **Reading – Word Study:**

- The learner will acquire and apply decoding strategies to construct meaning and identify unknown words.
- The learner will use structural, semantic and syntactic cues to automatically read words, decode unknown words, and determine their meaning as used in context.
- The learner will read with appropriate speed and expression grade level text and increasingly demanding text as the year progresses.
- The learner will routinely determine the meaning of words and phrases in context using strategies and resources.
- The learner will read aloud with expression, proper phrasing, projection and fluency.

### **Reading – Comprehension:**

- The learner will construct and analyze sequence of events in grade level appropriate narrative and informational text.
- The learner will connect personal knowledge, experience, and understanding of the world to themes and perspectives in text through oral and written responses.
- The learner will use critical reading skills to draw conclusions, make inferences and identify author's intended purposes through individual, group or self- assessment.
- The learner will do substantial independent reading across the various genres.

### **Reading – Cultural Awareness:**

- The learner will analyze how characters, communities and cultures reflect life in positive and negative ways.
- The learner will interpret and discuss the key themes of Catholic Social teaching and traditions during reading classes.

### **Writing – Spelling:**

- The learner will learn to correctly spell high frequency and cross curriculum words.

- The learner will utilize previously learned strategies to correctly spell unfamiliar words.

### **Writing – Mechanics:**

- The learner will create legible documents through handwriting and/or word processing.
- The learner will routinely apply capitalization and punctuation rules.
- The learner will create a simple outline.
- The learner will compose properly constructed paragraphs.

### **Writing – Grammar:**

- The learner will recognize and apply the eight parts of speech.
- The learner will identify parts of a sentence in various sentence patterns.
- The learner will write simple and compound sentences applying standard conventions.
- The learner will differentiate the four types of sentences and apply when appropriate.
- The learner will write sentences that are not fragmented or run-on.

### **Writing – Process:**

- The learner will use the 5 step writing process.

### **Writing – Types of Writing:**

- The learner will publish two narrative selections.
- The learner will publish an expository report that covers a specific list of criteria provided by teacher (using references).
- The learner will publish a persuasive essay giving several supporting statements to justify their position.
- The learner will compose poetry using a variety of forms.
- The learner will publish a descriptive essay.

### **Oral Communication – Listening:**

- The learner will follow multiple oral directions.
- The learner will recall, interpret and summarize information presented orally.

- The learner will access other speaker's effective techniques and messages.
- The learner will demonstrate social courtesies while listening.

### **Oral Communication - Speaking:**

- The learner will organize thoughts and speak in complete sentences.
- The learner will use correct grammar and syntax.
- The learner will use appropriate presentation skills.
- The learner will write and deliver a simple speech using note cards or an outline.
- The learner will use appropriate Standard American English.
- The learner will listen to and respect other's opinions.

### **Scope:**

#### **Reading:**

- I. Word Study:
  - A. Decodes unfamiliar words using learned phonetic strategies to read.
  - B. Use context to infer the correct meanings of unfamiliar words
  - C. Practice word references and context clues to determine which meaning is appropriate in a given situation.
  - D. Examine and compare knowledge of:
    1. Synonyms
    2. Antonyms
    3. Homophones/homographs
    4. Root words
    5. Compound words
      - a.) Open
      - b.) Hyphenated
      - c.) Closed
    6. Prefixes
    7. Suffixes
  - E. Integrates language structure (syntax), meaning clues (semantics), phonetic strategies, and sight vocabulary when reading orally and silently.

F. Identify the word reference materials most likely to contain the information needed:

1. Thesaurus
2. Dictionary
3. Glossary
4. Internet
5. Word wall
6. Spelling dictionary
7. Electronic speller

II. Comprehension:

A. Narrative/Fiction:

1. Genre
  - a.) Realistic fiction
  - b.) Historical fiction
  - c.) Fantasy
  - d.) Traditional literature
    - 1.) Myths
    - 2.) Legends
    - 3.) Tall tales
    - 4.) Fables
    - 5.) Parables
    - 6.) Folktales
2. Elements of fiction
  - a.) Characters
    - 1.) Antagonist/villain
    - 2.) Protagonists/hero
    - 3.) Narrator
    - 4.) Main character
    - 5.) Supporting character
  - b.) Setting
    - 1.) Time
    - 2.) Place
  - c.) Plot
    - 1.) Introduction
    - 2.) Rising action
    - 3.) Climax

- 4.) Falling action
- 5.) Resolution
- d.) Theme
- e.) Tone
- f.) Mood
- g.) Point of view
  - 1.) First person (I)
  - 2.) Third person (he, she, they)
- 3. Critical Reading Skills:
  - A. Use figurative language to develop
    - 1.) Exaggeration/hyperbole
    - 2.) Personification
    - 3.) Idiom
    - 4.) Simile
    - 5.) Metaphor
    - 6.) Analogies
    - 7.) Alliteration
  - B. Explain "Why did the author write this piece?"
    - 1.) Persuasion
    - 2.) Inform
    - 3.) Entertain
    - 4.) Justify
  - C. Analyze author's choice of title
- 3. Draw conclusions/inferences
  - 1.) Summarize text
  - 2.) Examine cause and effect
  - 3.) Formulate predictions
  - 4.) Locate supportive details
  - 5.) Compare/contrast story elements
- 4. "How does text relate to our lives?"
- 5. Sequence of events
  - 1.) Identify signal words
    - a.) First
    - b.) Next
    - c.) Last
    - d.) The next day
  - 2.) Organize relationship of events

## B. Information/Nonfiction

### 1. Genre

- a.) Autobiographies
- b.) Biographies
- c.) Informational/technical
- d.) Media
  - 1.) Newspaper
  - 2.) Magazines/periodicals
  - 3.) Internet
- e.) Factual stories
- f.) Diaries and journals

### 2. Draw conclusions/make inferences

- a.) Identify topic, main idea, supporting details
- b.) Graphic organizers
- c.) Outlining
- d.) Topic sentences

### 3. Fact and opinion

- a.) Source of information
- b.) Clue words
- c.) "Can you prove it?"

### 4. Interpret and evaluate text type styles to predict and categorize information

- a.) Bold face
- b.) Color
- c.) Captions
- d.) Headings

### 5. Paraphrase content

- a.) Identify important ideas
- b.) Provide details

### 6. Manage, apply multiple step directions

## C. Poetry

- 1. Examine various types of poetry
- 2. Compare/contrast styles and authors

## D. Drama

- 1. Examine and experience various forms

## E. Fluency

- 1. Increase reading rate while maintaining comprehension
- 2. Adjust reading speed as needed

3. Add pauses, inflection to aid clarity, punctuation, meaning

### III. Cultural Awareness

- A. Formulate an appreciation of diversity in language, patterns and dialects across cultures, ethnic groups, geographical regions and social roles as applied to:
  - 1.) Life, dignity of each person
  - 2.) Call for family and community participation
  - 3.) Rights and responsibilities
  - 4.) Options for poor, vulnerable
  - 5.) Solidarity
  - 6.) Care for God's creation

## Writing

### I. Spelling

- A. Structural units
- B. Vowels
- C. Consonants

### II. Mechanics

- A. Capitalization rules
- B. Punctuation
  1. Commas
  2. Apostrophes
  3. Quotations
    - a.) Dialogue
    - b.) Titles
  4. Colon
  5. Semicolons
  6. Underline titles

### III. Grammar

- A. Identify and apply parts of speech
  1. Noun
  2. Pronoun
  3. Verb
  4. Adverb
  5. Adjective
  6. Interjection

7. Conjunction
  8. Preposition
  - B. Recognize and demonstrate knowledge of
    1. Subjects
      - a.) Simple
      - b.) Compound
    2. Predicates
      - a.) Simple
      - b.) Compound
    3. Prepositional phrases
  - C. Avoid fragments and run on sentences
  - D. Four types of sentences
    1. Declarative
    2. Interrogative
    3. Imperative
    4. Exclamatory
- IV. Writing Process (Five Steps)
- A. Pre-writing: generate ideas and plan
  - B. First draft
    1. Focuses on topic
    2. Use pre-write ideas to complete first draft
  - C. Revising
    1. Expands use of descriptive words
    2. Improve sequence
    3. Add variety of sentence types
    4. Organizes writing to include a clear beginning, middle, ending
  - D. Editing
    1. Begins each sentence and all proper nouns with capital letters
    2. Use correct spelling
    3. Uses appropriate punctuation
    4. Uses complete sentences
  - E. Publishing
    1. Shares writing with other

## V. Types of Writing

- A. Narrative
- B. Personal essay
- C. Creative story
  - 1. Include story elements
  - 2. Include illustrations
- D. Expository Report
  - 1. Locate information using multiple resources.
  - 2. Use and understand the parts of a book and be able to locate information.
  - 3. Use strategies
    - a.) Skim
    - b.) Scan
    - c.) Outline
    - d.) Note cards
    - e.) Cross references
    - f.) Create charts, graphs, etc.
    - g.) Recognize extraneous information
  - 4. Understand plagiarism
  - 5. Use skills to locate materials in a library
- F. Persuasive Essay
  - 1. Controversial issue
    - a.) Beginning - introduce subject and state opinion
    - b.) Middle - supporting details
    - c.) Ending - restate opinion and facts
- G. Descriptive Essay
  - 1. Beginning
  - 2. Middle
  - 3. Ending
- H. Poetry
  - 1. Cinquain
  - 2. Haiku
  - 3. Lyric
  - 4. Couplet
- I. Others

## **Oral Communication**

### **I. Listening**

- A. Recall, interpret and summarize
  - 1. Question
  - 2. Retain
  - 3. Respond
  - 4. Take notes
  - 5. Identify details
- B. Social courtesies
  - 1. Eye contact
  - 2. Quiet, still, no hands-up
  - 3. Attentive
  - 4. Supportive

### **II. Speaking**

- A. Presentation Skills:
  - 1. Look at audience
  - 2. Stand up tall; don't slump or lean
  - 3. Speak loudly, clearly and slowly
  - 4. Ask for questions
  - 5. Thank audience
  - 6. Use visual aids effectively
- B. Present a Simple Speech:
  - 1. Decide upon topic
    - a.) Informational
    - b.) Demonstration
    - c.) Persuasive
  - 2. Gather information
  - 3. Write exciting introduction
  - 4. Write an outline
  - 5. Write speech
  - 6. Introduce self to audience
  - 7. Practice delivery

## **Instructional Criteria:**

- The learner will write daily across the curriculum.
- The learner will use various types of graphic organizers to demonstrate an understanding of material.
- The learner will be provided with an independent reading time daily.
- The learner will conference on a regular basis in a variety of means.
- The learner will use the 5 steps of the writing process.
- The learner will work cooperatively with a group in research situations.
- The learner will provide a bibliography when using resources.
- The learner will create a visual image of a story or character (diorama, drama, cartoon, drawing, murals, mobiles, etc.)
- The learner will compare a story to the "movie" version of the story.
- The learner will be given frequent opportunity to speak outloud.

## **Textbook Recommendation:**

**Houghton Mifflin**

**ISBN: 0-618-22537-4**

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**Spelling Connections**

**Zaner Blosser**

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