

LANGUAGE ARTS

CURRICULUM OVERVIEW

GRADE FIVE

In fifth grade, students continue to use language skills developed in earlier grades and move toward acquiring more complex competencies. New emphases include: learning to develop expository writing pieces, understanding and composing various types of paragraphs, using identified punctuation forms accurately and consistently, and locating and understanding key ideas in non-fiction texts.

The language arts curriculum focuses on these major areas:

- Developing Language Skills
- Spelling
- Vocabulary
- Handwriting
- Writing skills
- Reading
- Learning tools
- Speaking and listening

Classroom instruction often focuses on understanding how non-fiction texts are organized and on using various strategies for accessing and organizing information. For instance, students learn note taking skills and become familiar with using graphic organizers to record their thinking. Fifth grade instruction also involves students in using information to develop expository writing pieces and oral presentations.

Students continue to read more complex classic and contemporary literature selections, either in whole class or small group settings. These readings represent a range of genres. Teacher or student directed literature circle groups often focus on the reader's response to the piece and discussion of the literary elements of a fiction text. Understanding and organizing information from expository texts is emphasized throughout the curriculum. The curriculum also includes independent reading and students are supported by teachers and librarians in making interesting and appropriately challenging reading choices.

Reading and writing experiences are closely connected. Students often write journal entries in response to their reading; they will compose stories or poems which relate to the fiction and non-fiction texts read in class. Students compose using the writing process model and are expected to use language (punctuation, spelling, and grammar conventions) correctly and consistently..

Although Language Arts instruction is often organized as a separate subject in fifth grade, attention is given to developing competencies in all areas of the curriculum. This integrated approach supports students in using written and oral language to communicate understanding about content.

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LEARNING EXPECTATIONS
GRADE FIVE

I. WRITING

A. Writing Process

Students are familiar with the writing process (planning, drafting, revising, editing) and will continue to develop both self-selected and teacher-directed pieces, following the writing process model.

They will be able to:

1. Plan, organize, and develop topics
 - Maintain an ongoing list of writing topics
 - Develop outlines or graphic organizers (on paper or electronically) to organize ideas
 - Use internet and CD ROM sources to research writing topics

2. **Write and revise successive drafts**
 - Reflect on own writing strengths and weaknesses and begin to determine strategies for improvement
 - Begin to maintain a consistent point of view in a piece of writing • Elaborate ideas with supporting details
 - Convey intended meaning through appropriate word choice; use similes, metaphors, and personification)
 - Use word processing skills for basic text formatting

3. **Edit, proofread, and publish major pieces of writing**
 - Edit and revise own writing through self-assessment, conferences with peers and adults, and large-group sharing

- Use spell- and grammar-checking software and electronic dictionaries and thesauri to edit and proofread writing
- Apply basic desktop publishing principles to written work (e.g., layout, formats, borders, importing graphics)
- Read work aloud in both informal settings and formal presentations

B. Writing Content

Fifth-grade students continue to develop as writers and compose pieces of increasing complexity.

They will be able to:

1. Write in a variety of forms including
 - non-fiction (reports, research papers, essays, news stories)
 - fiction and creative pieces (poems, songs, plays, tall tales, riddles, stories)
 - personal narratives including details, dialogue, and personal feelings
 - descriptive paragraphs, narrative paragraphs, persuasive paragraphs, and expository paragraphs
 - summaries
 - letters, journals, editorials, reviews

2. Develop a one-two paragraph response to open-ended questions

C. Language Conventions

Students should focus on the craft of writing in correct usage of grammar, vocabulary, spelling, and punctuation, and will expand their vocabulary for the purpose of improving their writing.

They will be able to:

- use sentence combining appropriately to achieve fluency and coherence in their writing
- identify and understand three types of sentences--declarative, interrogative, and imperative
- recognize and correct run-on sentences and fragments in their own writing
- identify simple subjects and predicates in their own writing

- compose sentences which reflect appropriate subject-verb agreement
- expand their vocabulary through reading and writing
- understand the meaning of the terms synonym, antonym, homonym, and analogy, and identify examples of each in texts and in writings
- recognize and understand the meaning of commonly used prefixes, suffixes, and roots as one strategy for learning the meaning of new words
- identify and use prepositional phrases correctly in their own writing
- use a variety of print and electronic resources to capitalize, punctuate, and spell accurately
- recognize and use the following punctuation:
 - **commas** in a series, dates and addresses, between two independent clauses, to set off dialogue, in direct address, to set off appositives
 - **apostrophes** in contractions, in singular and plural possessives
 - **quotations** in dialogue and titles
 - **parentheses** to add information or clarify ideas
- spell all words in final drafts correctly
 - keep personal spelling notebooks
 - know how to use a dictionary
 - focus attention on commonly misspelled word
- understand four basic spelling rules:
 1. When writing the plurals of words that end in **y**, change the **y** to **i** and add **es**
 2. When a one-syllable word with a short vowel needs an ending like **-ed** or **ing**, the final consonant is usually doubled
 3. For words spelled with **i** and **e** remember this: “**i** before **e**, except after **c**, or when rhyming with **say**, as in **neighbor** and **weigh**”
 4. If a word ends with a silent **e** drop the **e** before adding an ending which begins with a vowel.

II. READING

Students will continue to develop as active readers who use strategies to determine important ideas and to construct meaning from text.

They will be able to:

- develop and apply strategies to decode appropriate reading material with fluency
- use strategies for prereading, during reading, and postreading

- connect prior knowledge and experience to new reading to construct meaning and respond to text
- create and share responses to literature orally and in writing
- refer to the text and locate supporting evidence when writing or discussing a response to literature
- participate effectively in literature discussion groups:
 - formulating questions about the text
 - listening and responding to points made by other group members
 - developing a cohesive argument based on textual evidence
 - relating reading to other selections read
- recognize and understand the meaning of commonly used prefixes, suffixes, and roots as one strategy for learning the meaning of new words
- choose books that are appropriate for independent reading
- develop an appreciation for literature that will result in lifelong reading habits

When reading fiction:

They will be able to:

- identify literary elements (setting, character, plot, conflict, foreshadowing, climax, resolution, theme)
- summarize important ideas based on the story structure
- read a variety of genres including realistic fiction, fantasy, historical fiction, science fiction, and mystery

When reading non-fiction:

They will be able to:

- begin to identify expository text structures - main idea and details, sequence, cause and effect, compare/contrast, problem/solution
- connect prior knowledge with new concepts to be learned
- use a variety of strategies to organize comprehension during and after reading
- identify main ideas and use them to summarize orally or in writing
- interpret information presented in diagrams, graphs, tables, and charts
- read a wide variety of non-fiction genres including biography, history, science writing, and essays

III. ORAL COMMUNICATION SKILLS

They will be able to:

- prepare and present presentations for different purposes
- practice active listening when working in groups
- participate appropriately in classroom discussions and activities
- ask questions to clarify information

IV. LEARNING TOOLS

They will be able to:

- know how to use the library's resources
- know how to use print and electronic dictionaries and thesauri
- take notes and summarize in writing key ideas from an oral presentation or written text
- identify facts and opinions from oral or written formats
- use appropriate graphic organizers (paper or electronic) to take notes during reading and after reading as a study guide
- Set and achieve realistic learning goals

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Grade 5 Materials

Writer's Express : A Handbook for Young Writer's, Thinkers, and Learners, Write Source, 1995. •Available for student and teacher use.

Reading list: The following titles and authors are suggested readings identified by the Massachusetts Department of Education. Teachers are encouraged to help children become familiar with the selections.

A Suggested List of Authors, Illustrators, or Works Reflecting Our Common Literary and Cultural Heritage

Grades 5-8*

Selections from:

Grimm's fairy tales

French fairy tales

Tales by Hans Christian Andersen and Rudyard Kipling

Examples of:

Aesop's fables

Greek, Roman, or Norse myths

Native American myths and legends

North and South American folk tales and legends

Asian and African folk tales and legends

Stories about King Arthur, Robin Hood, Beowulf and Grendel, St. George and the Dragon

The Bible as literature:

Old Testament: Genesis, Ten Commandments, Psalms and Proverbs

New Testament: Sermon on the Mount; Parables

At least one work, excerpt, or selection from the each of the following British and European authors or illustrators: James Barrie, Frances Burnett, Lucy Boston, Lewis Carroll, Carlo Collodi, Charles Dickens, Arthur Conan Doyle, Daniel Defoe, Leon Garfield, Kenneth Grahame, C. S. Lewis, George MacDonald, Edith Nesbit, Mary Norton, Philippa Pearce, Arthur Rackham, Anna Sewell, William Shakespeare, Johanna Spyri, Robert Louis Stevenson, Jonathan Swift, J. R. R. Tolkien, P. L. Travers, T.H.White

At least one work, excerpt, or selection from each of the following American authors or illustrators:

Louisa May Alcott, Lloyd Alexander, Natalie Babbitt, L.Frank Baum, Nathaniel Benchley, Carol Ryrie Brink, Elizabeth Coatsworth, Esther Forbes, Paula Fox, Jean George, Virginia Hamilton, Bret Harte, Irene Hunt, Washington Irving, Sterling North, Scott O'Dell, Maxfield Parrish, Howard Pyle, Edgar Allan Poe, Ellen Raskin, Marjorie Kinnan Rawlings, Elizabeth Speare, Anna Sewell, Booth Tarkington, Mark Twain, James Thurber, E. B. White, Laura Ingalls Wilder, N. C. Wyeth

At least one poem by each of the following poets:

Stephen Vincent and Rosemarie Carr Benet, Lewis Carroll, John Ciardi, Rachel Field, Robert Frost,

Langston Hughes, Edward Lear, Henry Wadsworth Longfellow, David McCord, Ogden Nash

*Selections were reviewed by the editors of Horn Book Magazine.

Suggested Software

Integrated Applications (word processing, drawing, database, spreadsheet, graphing)

ClarisWorks/AppleWorks

Productivity Software

Inspiration

Timeliner

Multimedia Tools

HyperStudio

MicroWorlds

KidPix 2

Internet Browser

Netscape Navigator

Encyclopedia CD-ROMs

Grolier's Encyclopedia

Compton's Interactive Encyclopedia

Encarta