

LANGUAGE ARTS CURRICULUM

FIFTH GRADE

Goal

Students in the fifth grade will expand and deepen concepts, skills, and strategies learned in previous grades. They will make new connections as they experience more sophisticated ideas and begin to study subjects in a more formalized way.

Fifth grade students will read and write a variety of texts with greater breadth and depth. In addition, they will analyze and evaluate information and ideas. As fifth graders revisit and refine concepts about the language arts conventions, they will become more sophisticated and independent learners.

Reading

- 1. Word Recognition – The student will read narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.**
 - a. Continue to use semantic, syntactic, and graphophonic cues independently.
 - b. Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.
 - c. Use word reference materials (e.g. glossary, dictionary, thesaurus, on-line reference tools) to identify and comprehend unknown words.

- 2. Comprehension – The student will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.**
 - a. Use different reading strategies to comprehend text (e.g. skimming, scanning, and finding information to support ideas).
 - b. Locate information in text to support opinions, predictions, and conclusions.
 - c. Apply appropriate context and semantic clues to construct meaning from text.
 - d. Use text organizers such as type, headings, and graphics to predict and categorize informational texts.
 - e. Identify cause and effect relationships.
 - f. Determine the appropriate reading strategy (e.g. re-reading).
 - g. Determine the main idea in text to establish meaning.
 - h. Identify how and where to locate additional information in a text (e.g. map, drawing).
 - i. Read and apply directions for a specific task.

- j. Analyze text to identify a sequence of events.
 - k. Paraphrase and summarize to establish an understanding of the text.
- 3. Literary Response and Analysis – The student will demonstrate familiarity with a variety of literature.**
- a. Read a variety of texts, including:
 - Fiction: tall tales, myths
 - Non-fiction: newspaper and magazine articles, schedules
 - Poetry: narrative, lyric, cinquains
 - Drama: skits, plays
 - b. Identify and interpret elements of fiction and non-fiction by determining the:
 - Plot development
 - Effectiveness of figurative language (e.g. personification, simile, metaphor, dialect, idiom)
 - Author’s style (e.g. tone, technique)
 - Author’s purpose and point of view
 - Mood
 - Characterization (e.g. feelings, motives, traits)
- 4. Vocabulary – The student will use new vocabulary in speech and writing.**
- a. Use knowledge of root words, prefixes, and suffixes to determine the meaning of unknown words.
 - b. Understand and explain frequently used synonyms, antonyms, and homographs.
 - c. Use word origins to determine the meaning of unknown words.
 - d. Use context clues to determine the meaning of unknown words.
 - e. Complete simple analogies.
 - f. Understand and explain the figurative and metaphorical use of words in context.

Listening and Speaking

- 1. Listening – The student will listen and respond to oral communication.**
- a. Understand the appropriateness of various listening behaviors in different situations (e.g. talking with friends, lectures, and plays).
 - b. Ask questions that seek information.
 - c. Interpret gestures and facial expressions meant to support, accentuate, or dramatize the verbal message.
 - d. Make inferences, or draw conclusions based on an oral report.

- 2. Speaking – The student will speak clearly and coherently.**
 - a. Recognize and exhibit oral communication skills (e.g. pitch, tone, and rate).
 - b. Select a focus, organizational structure, and point of view for an oral presentation.
 - c. Clarify and support spoken ideas with evidence and examples.
 - d. Engage the audience with appropriate verbal cues, facial expressions, and gestures.

Grammar and Usage

- 1. Grammar and Usage – The student will develop a command of standard English conventions appropriate to fifth grade.**
 - a. Know the following parts of speech and how they are used:
 - Nouns
 - Pronouns
 - Verbs
 - Adjectives
 - Adverbs
 - Conjunctions
 - Interjections
 - b. Identify subjects and predicates.
 - c. Use correct subject-verb agreement.
 - d. Use pronoun/antecedent agreement.
- 2. Capitalization – The student will capitalize correctly.**
 - a. Capitalize proper nouns, abbreviations, and proper adjectives.
 - b. Capitalize titles of persons and initials.
 - c. Capitalize titles of written works.
 - d. Capitalize parts of a letter.
 - e. Capitalize parts of an outline.
- 3. Punctuation – The student will use correct punctuation.**
 - a. Correctly use apostrophes, colons, quotation marks, and commas.
 - b. Use correct punctuation in a letter.
 - c. Use a hyphen in appropriate compound words and to divide words between syllables at the end of a writing line.
- 4. Spelling – The student will develop spelling strategies and skills.**
 - a. Use multi-syllable constructions, contractions, compounds, and common homophones, prefixes, and suffixes.
 - b. Differentiate words that are commonly misspelled (e.g. accept, except, their, too).
 - c. Use reference materials and technology to check and correct spelling (e.g. dictionary, thesaurus).

Writing

- 1. Handwriting – The student will demonstrate progress toward mastery of penmanship.**
- 2. Composition – The student will develop writing skills.**
 - a. Write complete sentences.
 - b. Use a variety of sentence types (e.g. declarative, interrogative).
 - c. Develop paragraphs with a main idea/topic sentence supported by details.
 - d. Use prewriting strategies to generate topics and plan approaches to writing tasks.
 - e. Use editing strategies to correct errors in organization, content, usage, capitalization, punctuation, and spelling.
 - f. Compose narrative text that contains a beginning, middle, and end.
 - g. Develop a composition that contains specific and relevant details and is focused and has a clear and logical progression of ideas.
 - h. Use the correct form and punctuation when writing friendly and business letters.
 - i. Edit to ensure correct usage, mechanics and spelling and varied sentence structure.

Information and Research

- 1. Reference – The student will identify and use sources of different types of information (e.g. dictionary, encyclopedia, newspapers).**
 - a. Identify the parts of a text and the information contained within (e.g. table of contents, glossary).
 - b. Demonstrate the appropriate use of general reference sources such as a dictionary, thesaurus, atlas, almanac, and encyclopedia.
 - c. Use a library and its reference sources (e.g. card catalog, computer listing, electronic retrieval system).
- 2. Research – The student will gather information from a variety of resources.**
 - a. Skim materials to develop a general overview of content, or to locate specific information.
 - b. Develop notes that include important concepts, paraphrases, and summaries.
 - c. Organize and record information on charts, maps, and graphs.
 - d. Summarize information from multiple sources into a written report or summary.
 - e. Credit reference sources.