

## **GRADE 5                    LANGUAGE ARTS**

The Language Arts program for grade 5 is designed so that students will gain a deeper understanding of the correct use of writing conventions and proper grammar usage and mechanics. It allows students to gain an appreciation of poetry and to learn how to properly use poetic devices. Within this program, students will be exposed to a variety of genres, and will develop an awareness of how certain sayings and phrases are used in our culture. Students will become fluent and competent readers and writers.

### **Reading/Literature**

#### **Understanding a Text and Making Connections**

Students will:

- visualize what they read to make words real and concrete
- learn how to read between the lines to interpret the text
- utilize text structure and text features to determine important information
- identify and understand figurative language within the text
- make predictions using prior knowledge, pictures, text and features
- confirm predictions using knowledge from the text
- retell a story's beginning, middle and end
- retell a main event in the story
- use text cues to find important information in relation to key ideas or themes
- use questioning skills before, during, and after reading to clarify meaning, to understand the author, and to locate facts to answer questions
- ask questions and locate answers about the important characters, setting, and events of the story
- relate what they read to what they know and understand to their own thoughts and feelings
- compare what they read to other text and to the world around them
- interpret mood and tone, and give supporting evidence in a text
- interpret a character's trait, emotions, or motivation and give supporting evidence from the text
- determine the meaning of unfamiliar words using definition or examples from context clues
- identify and analyze main ideas, basic facts, and supporting details within a text
- recognize organizational structures(chronological order, logical order, cause and effect)
- identify confusing ideas or elements and can suggest a variety of ways to solve the problems
- understand what needs to be comprehended in the text in relation to their purpose for reading
- relate a literary work to a historical sites of the period of its setting
- pay close attention to voice changes and punctuation with in the text
- read aloud with age appropriate fluency
- listen to teacher-read stories for strategies and enjoyment

## **Genre**

Students will:

- identify and analyze the characteristics of various genres (poetry, fiction, non-fiction, short stories, and dramatic literature)
- identify the difference types of fiction and non-fiction
- distinguish different forms of literature such as poetry, prose, drama, and tragedies
- understand the different types of genres relating to literature
- learn how to use genre and characteristics to help them understand the text
- identify the differences among the forms of literature

## **Theme**

Students will:

- relate themes in works of fiction and non-fiction to personal experiences
- identify themes in myths, fables, and legends to life lessons
- compare and contrast themes from various selection of literature
- apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated
- learn to identify the theme in a literary work to clarify their interpretation of the text
- provide evidence from the text to support their understanding of the theme, characters, plot, and setting

## **Style and Language**

Students will:

- identify and analyze the author's use of dialogue and description
- identify and analyze how an author's use of words created tone and mood
- understand that words paint pictures in their minds allowing for a better understanding of the text
- gain an understanding of how an author uses words literally and figuratively (idioms, play on words, proverbs, sayings and phrases)
- identify and analyze the importance of shades of meanings in determining word choice in a piece of literature
- identify imagery, figurative language, rhythm, or flow when responding to literature
- identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding
- analyze the effect of sound, form, figurative language, and graphics in order to uncover meaning in poetry: sound (alliteration, onomatopoeia, rhyme, etc.); figurative language (personification, metaphor, simile, hyperbole, etc.); graphics (capital letters, line, length, word position, stressing of syllables, etc)
- note the use of poetic devices in various forms of poetry

- identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding

## **Writing Composition**

Students will:

- produce a variety of types of writing such as reports, summaries, letters, poems, descriptive writing, research essay and essays with a coherent structure or story line
- know how to gather information from different sources and write short stories, essays or research essays
- create an anthology of poetry using a variety of poetic devices
- understand the purpose and audience of writing
- learn how to define a main idea and stick to it
- learn how to provide an introduction and conclusion with supporting details
- learn how to organize ideas, materials, and data into coherent paragraphs
- learn how to put paragraphs in logical order from introduction, body, and conclusion
- learn how to produce a working outline for research essays
- provide relevant examples to support their topic
- learn how to properly produce a working bibliography
- revise writing to improve level of detail and precision of language after determining where to add images, sensory details, combine sentences, vary sentences and rearrange text
- improve word choice by using rhyming dictionaries, dictionaries, and thesauruses

## **Language Mechanics/Grammar/Correct Usage**

Students will:

- identify correct features of a sentence; capitalization, sentence structure and punctuation
- understand word order in a sentence
- understand what a complete sentence is (capitalization, punctuation, and subject/verb agreement)
- identify sentences, sentence fragments and run-on sentences
- identify all parts of speech within the sentence (nouns, verbs, pronouns, adjectives, adverbs, prepositions, interjections, conjunctions)
- identify the different types of nouns (common, proper, singular, plural, possessive) and verbs (action, linking, helping)
- be able to use all parts of speech correctly within their writing
- be able to use correct language mechanics (subject /verb agreement), punctuation (periods, commas, colon, apostrophe, quotation, etc.), capitalization and spelling

- be able to correctly use pronouns in a sentence making sure that they agree with the antecedent - subject, object, possessive

### **Vocabulary Development**

Students will:

- know how prefixes and suffixed affect word meaning
- know how to apply spelling rules
- improve their vocabulary by furthering their understanding of new words and concepts
- gain an understanding of how the same word can have different meanings depending on how it is used in context
- create age appropriate sentences using words correctly
- identify examples and non-examples of a word
- rewrite definitions in their own words and understanding
- practice and applying using contextual clues to help strengthen understanding of the meaning of words
- learn how to use words correctly in context
- identify word relationships (synonyms, antonyms, analogies)

### **Speaking and Listening**

Students will:

- learn the appropriate way to present information to an audience (correct posture, eye contact, volume clarity, appropriate language gestures)
- deliver presentations in a clear manner that is appropriate for the audience
- provide examples for their presentation and will answer questions on their presentation
- participate civilly and productively in group discussions
- give speeches to the class that are well organized and well supported
- demonstrate an ability to use standard pronunciation when speaking to large groups
- be courteous listeners to both teacher and classmates presentation
- sit appropriately during presentations (feet on floor, eye contact, facing the speaker, concentration on the speakers voice, etc)
- ask appropriate questions after the presentation

### **Materials**

- *Student text book: McGraw Hill Language Art Series- grade 5*
- *Teacher text book: McGraw Hill Language Art Series- grade 5*
- *Student practice workbook: McGraw Hill Language Art Series- grade 5*
- *Teacher's edition workbook: McGraw Hill Language Art Series- grade 5*
- *Weekly Grammar Test (student and teacher: McGraw Hill Language Art Series- grade 5*

- *Student text book: Wordly Wise 3000-Book 2*
- *Teacher's Answer key: Wordly Wise 3000-Book 2*
- *Teacher's Guide: Wordly Wise 3000-Book 2*
- *Test Book: Wordly Wise 3000-Book 2*
- Teacher created worksheets for specific topics of study
- Handout of notes taken from the text
- List of poems and their definitions for students to create on their own
- List of poetic devices and literary terms.
- Test, quizzes, study guides, and worksheets made up from the text
- Construction paper, colored pencil, scissors, glue, etc. for various projects related to each topic of study
- List of Sayings and Phrases
  - Birthday suit
  - Bite the hand that feeds you
  - Chip on your shoulder
  - Count your blessings
  - Eat crow
  - Eleventh hour
  - Eureka
  - Every cloud has a silver lining
  - Few and far between
  - Forty winks
  - The grass is always greener on the other side of the hill
  - To kill two birds with one stone
  - Lock, stock and barrel
  - Make a mountain out of a molehill
  - A miss is as good as a mile
  - It's never too late to mend
  - Out of the frying pan and into the fire
  - A penny saved is a penny earned
  - Read between the lines
  - Sit on the fence
  - Steal his/her thunder
  - Take the bull by the horns
  - Till the cows come home
  - Time heals all wounds
  - Tom, Dick and Harry
  - Vice versa
  - A watched pot never boils
  - Well begun is half done
  - What will be will be
- Novels, Short Stories, Poetry, Speeches read and discussed in class:
  - *Red-Headed League*- Arthur Conan Doyle
  - *The Adventures of Tom Sawyer* –Mark Twain (Wishbone Classics)
  - *Don Quixote*- Miguel de Cervantes (Wishbone Classics)
  - *\*Charley Skedaddle*- Patricia Beatty
  - *\*Little House on the Prairie*- Laura Ingalls Wilder
  - *\*Bridge to Terabithia*- Katherine Paterson
  - *\*Romeo and Juliet*- Shakespeare (Wishbone classics)

- \**The Odyssey* –Homer (Wishbone Classics)
- \**Dr. Jekyll and Mr. Hyde*- Robert Louis Stevenson (Wishbone Classic)
- Excerpts form the *Life of Federick Douglas*
- Sections of *Uncle Tom’s Cabin*
- *The Gettysburg Address*

**Instruction**

- Facilitate classroom discussions based on the topic of study
- Assign projects based on the topic of study
- Facilitate role-play during certain topics of study
- Assign independent reading on material covered in class discussion
- Facilitate debates
- Lecture
- Read to students from a variety books to enhance their knowledge of the topic of study
- Demonstrate how to properly give a presentation
- Present materials in a variety of ways so that all students will understand topic of study (visual, auditory, kinetics, hand-on)
- Assign practice worksheets
- Read stories, poems and other forms of literature for both enjoyment and for strategies

\*\* Titles with an asterisk are not mandated for grade five

\*\*\*Books that should be read in grade five but aren’t because they are being done in a different grade include:

*Little Women*- (part 1)- Louisa May Alcott  
*The Secret Garden*- Frances Hodgson Burnett  
*A Midsummer Night’s Dream*-William Shakespeare

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