

ENGLISH LANGUAGE ARTS Fifth Grade

VALUES AND ATTITUDES	The student will: Develop an understanding of Christian philosophy in relation to literature. Recognize the value of writing to clarify thinking, express emotions, make decisions and solve problems. Recognize that writing can change actions and attitudes. Understand that writing must reflect Christian values and attitudes. Understand that listening involves the mind, heart, and soul. Listen and speak with respect. Appreciate the value of using proper grammar and usage.
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STRAND A Reading

OBJECTIVES Word analysis and vocabulary development <ul style="list-style-type: none">• Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, and word origins.• Select key vocabulary critical to the text and apply appropriate meanings.• Increase reading and writing vocabulary through: a variety of types of reading, word study, reference materials, elements of writing process, discussions, debates, etc.• Use word reference materials to identify and comprehend unknown words.• Daily read independently from self-selected materials that are consistent with the student's reading level.• Understand and explain frequently used synonyms, antonyms, and homographs.• Use root words, prefixes and suffixes to determine the meaning of unknown words.• Understand and explain the figurative and metaphorical use of words in context.• Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style.• Demonstrate an awareness of volume, pace, audience, and purpose. Comprehension <ul style="list-style-type: none">• Use strategies independently to monitor comprehension and extend vocabulary, e.g., skim, scan, reread the text, summarize, paraphrase.• Interact with the text before, during, and after reading, listening, and viewing, e.g., making predictions, asking questions, supporting answers from text.• Read a variety of texts including: fiction, nonfiction, poetry and drama.• Identify elements of fiction and nonfiction and support by referencing the text to determine the plot, author's choice of words and effectiveness of figurative language.• Discuss author's purpose in writing a particular text.• Evaluate inferences, conclusions, and generalizations and provide evidence from the text.• Identify evidence that supports an opinion.• Distinguish facts, supported inferences, and opinions in text.• Analyze choice of reading materials congruent with purpose.• Evaluate the usefulness and quality of information and ideas based on purpose.• Explain and evaluate relationships in a text.• Identify strategies used by a speaker or writer to inform, entertain, or influence an audience.
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- Select relevant passages to answer questions without reading the whole text.
- Understand how text features make information accessible and usable, e.g., format, graphics, sequence, diagrams, illustrations, charts, and maps.
- Analyze text that is organized in sequential or chronological order.
- Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
- Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
- Recognize sufficiency of details in text.
- Identify similarities and differences between selections.
- Discuss implied motives of characters.
- Describe the function of dialogue in revealing character traits.

Connections

- Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes.
- Make connections between texts by recognizing similarities and differences in theme or message.
- Cite supporting evidence in the text to justify evaluation of characters and events.
- Make informed judgments about television, radio, video/film productions, and other electronic mediums.
- Integrate main idea and supporting details from multiple sources.
- Conduct research, with assistance, using a variety of sources.
- Make informed judgments about bias, propaganda, stereotyping and media techniques.

Read and respond to historically or culturally significant works of literature.

- Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction, and explain the appropriateness of the literary forms chosen by an author for a specific purpose.
- Recognize that literature can be used to understand the culture of a particular time period.
- Compare different versions of the same story from different cultures.
- Identify the main problem or conflict of the plot and explain how it is resolved.
- Contrast/compare the actions, motives and appearances of characters in a work of fiction, including multicultural works and discuss the importance of the contrasts to the plot or theme.
- Understand that theme refers to the meaning or moral of a selection and recognize themes, whether implied or stated directly, in sample works.
- Describe the function and effect of common literary devices, e.g., imagery, metaphor, symbolism.
- Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.
- Evaluate the author's use of various techniques to influence readers' perspectives, e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language.
- Enjoy stories from own and other cultures and religions.
- Recognize Gospel values in stories.
- Use church teachings to determine right from wrong in reading selections.

STRAND B Writing

OBJECTIVES

Create oral, written, and visual texts

- Use oral and written language to: formulate hypotheses, evaluate information, present and support arguments, influence the thinking of others.
- Make oral and written presentations to inform or persuade.
- Select a self-evaluated composition for publication with rationale for selection.
- Use a variety of preliminary strategies, including purpose and audience, to plan and organize the writing and speaking task.
- Write clear, coherent, and focused essays.
- Create multiple-paragraph narrative compositions: establish and develop a plot, describe setting, present ending.
- Create multiple-paragraph expository compositions: establish topic, ideas and events in chronological order, provide details that link paragraphs, offer a concluding paragraph to summarize ideas.
- Use organizational features of printed text to locate relevant information, e.g., citations, endnotes, bibliographic references.
- Compose a draft that elaborates on major ideas and adheres to the topic.
- Use a thesaurus to identify alternative word choices and meanings.
- Compose a variety of fiction, nonfiction, poetry, and drama using self-selected topic and format.
- Revise compositions by: improving word choice, rearranging text for clarity, creating simple or complex sentences for impact, developing characters, or mood.
- Edit spelling, grammar and content.
- Revise by refining beginning and ending paragraph.
- Question significance and application, or relevance of new information.
- Produce work that follows the conventions of particular genres, e.g., essay or business letter.
- Use technology as a tool to enhance and/or publish a product.
- Create simple documents by using electronic media and employing organizational features, e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks.
- Produce manuscript, cursive letters, and numbers with correct shape, spacing, slant, and size.
- Create readable documents through legible handwriting and word processing without a model.

Write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words.

- Write narratives that: establish a plot, point of view, setting, and conflict, show, rather than tell, the events of the story, use multiple characters and episodes.
- Write responses to literature that: demonstrate an understanding of a literary work, support judgments through references to the text and to prior knowledge, develop interpretations that exhibit careful reading and understanding.
- Write research reports about important ideas, issues, or events by using the following guidelines: frame questions that direct the investigation, establish a controlling idea or topic, develop the topic with simple facts, details, examples, and explanations.
- Write persuasive letters or composition that: state a clear position in support of a proposal, support a position with relevant evidence, follow a simple organizational pattern, address reader concerns.
- Use writing to show understanding in all content areas.

STRAND C Listening and Speaking

OBJECTIVES

Critical Listening

- Actively participate in class discussions.
- Listen actively to speaker: ask questions for information not discussed, ask questions for clarity, paraphrase, interpret verbal and non-verbal messages, interpret the speaker's purpose, make inferences or draw conclusions based on oral report.
- Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

Formal presentations

- Give oral presentations for a variety of purposes: narrative, expository, persuasive and descriptive.
- Select a focus, organizational structure, and point of view for an oral presentation.
- Speak clearly with appropriate rate, volume and pitch.
- Clarify and support spoken ideas with evidence and examples.
- Engage the audience with appropriate verbal cues, eye contact, facial expressions, and gestures.

Deliver narrative presentations:

- Establish a situation, plot, point of view, and setting with descriptive words and phrases.
- Show, rather than tell, the listener what happens.

Deliver informative presentations about an important idea, issue, or event by the following means:

- Frame questions to direct the investigation.
- Establish a controlling idea or topic.
- Develop the topic with simple facts, details, examples, and explanations.

Deliver oral responses to literature:

- Summarize significant events and details.
- Articulate an understanding of several ideas or images communicated by the literary work.
- Use examples of textual evidence from the work to support conclusions.

STRAND D Grammar and Language Conventions

OBJECTIVES

Communicate effectively using proper grammar and language conventions.

- Demonstrate understanding in speaking and writing by using: troublesome verbs, nominative, objective, and possessive pronouns.
- Elaborate information by using: prepositional phrases, transitions, coordinating and/or subordinating conjunctions.
- Determine the impact of word choice on language, written or oral.
- Spell most commonly used words accurately.
- Proofread for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.
- Edit final product for grammar, language conventions, and format.
- Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas. the eight parts of speech.
- Identify and correctly use verbs that are often misused, modifiers, and pronouns, e.g., lie/lay, sit/set, rise/raise.

- Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, etc.
- Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Capitalization

- All words derived from names of countries, races, tribes, and those referring to Deity.
- Titles of office when used with names of people.
- Names of magazines and newspapers.
- First word of a direct quotation.
- Titles (aunt, father, etc.) of relatives when words stand for a name.
- Names of institutions.
- Abbreviations when they stand for words that begin with capitals.
- East, west, north and south when they indicate sections of the country.
- Words that are derived from the names of languages.

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Punctuation

- Apostrophes to show possession; form plurals of letters, numbers and signs referred to as words.
- Quotation marks to enclose the direct words of the speaker; titles of short stories; songs; chapters; articles and booklets.
- Hyphen to divide words at the end of a line.
- Period after an abbreviation.
- Comma to set off names in direct address.
- Comma directly before first quotation mark or before last quotation mark, e.g. She said, "...” or "...on the table,” said Dad.
- Comma to separate clauses joined by and, but, or, nor, for.
- Use commas in items in a series.
- Colon in the salutation of a business letter.
- Colon to introduce a list.
- Semicolon to separate clauses joined with no conjunction.
- Dash to show a break in thought.