

Grade 5
ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE

READING:

Word Recognition, Fluency, and Vocabulary Development

Standard 1: Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Objective	Example	Instructional/Assessment Strategy	Resource
Word Recognition			
5.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.		-Teacher observation -Tape record student reading a selected passage. Use for instruction and assessment.	-S.F. Leveled Reader - S.F. Classroom Routines – Instructional Routines #23 -Resource Guide, observation checklist, p. 156 -D.R.A. -S.F. Individual Reading Inventory (I.R.I.)
Vocabulary and Concept Development			
5.1.2 Use word origins to determine the meaning of unknown words. Example: After listening to a story of the myth of Hercules when it is read aloud, use the knowledge of the story to understand the phrase <i>Herculean task</i> .	di•no•saur noun one of a group of extinct reptiles, including the largest known land animals. [from Greek deinos terrible + sauros lizard]	-Use dictionary to identify origins and meanings of unknown words. -S.F. Teacher’s Resource Book p. 38	-dictionary- -S.F. T.E. 268b, 394B, -Indiana ISTEP + Reading Coach, Gr. 6, p.11
5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meaning), and homographs (words that are spelled the same but have different meanings).	1) antonym – opposite enormous/ miniature 2) homographs- lead/lead read/read 3) synonyms- enormous/huge	Fred Gwynn books <u>Chocolate Moose for Dinner</u> ; Amelia Bedelia books -S.F. Teacher’s Resource Book p. 173-174 -Indiana ISTEP+ Reading Coach, p. 12	-Thesaurus -S.F. Teacher’s Resource Book

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Vocabulary and Concept Development

<p>5.1.4 Know less common roots (<i>graph = writing, logos = the study of</i>) and word parts (<i>auto = self, bio = life</i>) from Greek and Latin and use this knowledge to analyze the meaning of complex words (<i>autograph, autobiography, biography, biology</i>).</p>	<ul style="list-style-type: none"> - Pictograph - Anthropology 	<ul style="list-style-type: none"> -reinforce through various other disciplines - Indiana ISTEP+ Reading Coach, Gr. 6 pages 14-16. 	<ul style="list-style-type: none"> -good complete dictionaries -S.F. Phonics Workbook p. 146-165
<p>5.1.5 Understand and explain the figurative use of words in similes (comparisons that use <i>like</i> or <i>as</i>: <i>The stars were like a million diamonds in the sky.</i>) and metaphors (implied comparisons: <i>The stars were brilliant diamonds in the night sky.</i>)</p>	<p>See Indiana ISTEP+ Reading Coach, Gr. 6 pages 119-121, Poetic Language.</p>	<ul style="list-style-type: none"> -use poetry across the curriculum -apply in writing by encouraging use in writing workshops -S.F. T. E. 167; Literary Devices: simile, metaphor -p. 399 Literary Devices (metaphor) 	<ul style="list-style-type: none"> -provide various poetry selections/anthologies -books using vivid descriptions -Indiana ISTEP+ Reading Coach -S.F. T.E. 5.1, 5.2 -<u>Guiding Readers & Writers Grades 3-6</u>, pp. 410-422

Grade 5
ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE

READING: Reading Comprehension
(Focus on Informational Materials)

Standard 2: Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in the *Indiana Reading List* illustrate the quality and complexity of the materials to be read by students. At Grade 5, in addition to regular classroom reading, students read a variety of grade-level- appropriate narrative (story) and expository (informational and technical) text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

Objective	Example	Instructional/Assessment Strategy	Resource
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Structural Features of Informational and Technical Materials

5.2.1 Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.	Locate specific information in a social studies textbook by using its organization, sections on different world regions, and textual features, such as headers, maps, and charts.	-Given data, design an appropriate graphic and interpret data -Lesson example: For skill lesson on graphic resources see S.F. T E. 5.1 pgs. 242-243. -See Research and Study skills section of S.F. Teacher’s Resource Book. -Ind. ISTEP+ R.C. pp. 36-44	-Newspapers – Newspapers in Education -Time For Kids -Scholastic Magazine -Ind. ISTEP+ Reading Coach -S.F. Teacher’s Resource Book -S.F. Instructional Routines #26 -H.M. Paperback Plus – <u>Head for the Hills</u> , Johnstown Flood
5.2.2 Analyze text that is organized in sequential or chronological order.		-S.F. T.E. 5.1 pp. 20-21 Sequence Lesson -S.F. Instructional Routines #33	-H.M. Paperback Plus, <u>Head for the Hills – Johnstown Flood</u> -Ind. ISTEP+ R.C. pp. 96-98 S.F. Instructional Routines #31

Comprehension and Analysis of Grade-Level-Appropriate Text

5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.	After reading <u>The Life and Death of Crazy Horse</u> by Russell Freedman or <u>Eleanor Roosevelt, A Life of Discovery</u> by Russell Freedman, explain why each of these individuals is recognized as a great person in history. Identify details that support this idea.	-Use outlining, story mapping, or graphic organizers to show main idea and supporting details. -S.F. T. E. 5.1 pgs. 352-353 -S.F. Leveled Reader Resource Guide pg. 142 -S.F. Teacher’s Resource Book pgs. 316-321 -S.F. Instructional Routines #31	-Ind. ISTEP+ R.C. pg. 103-113 -S.F. Leveled Practice pgs. 43-45, 49-51, 64-66, 73-75 S.F. Classroom Routines #89
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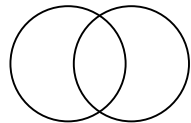
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Comprehension and Analysis of Grade-Level-Appropriate Text

<p>5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p>	<p>After reading <u>Rosa Parks: My Story</u> by Rosa Parks, compare life today with life during the time of Rosa Parks' story, supporting the comparison with ideas from the text and from experience or other outside sources.</p>	<p>1)  - S.F. Classroom Routines, Instructional Routines, #32</p> <p>2) 2-sided graphic organizer 3) T graph comparison chart</p> <p>-S.F. Classroom Routines #81 -S.F. T. E. 5.1 pgs. 62-64 Generalizing</p> <p>-S.F. Teacher's Resource Book pgs. 41, 43.</p> <p>-S.F. T. E. 5.1 pgs. 102C, 102D pgs. 102-103</p> <p>-S.F. Teacher's Resource Book pgs. 79-81</p>	<p>-Variety of literature</p> <p>-S.F. Leveled Reader Resource Guide pg. 147, 150</p> <p>-Ind. ISTEP+ R.C. pgs. 62-68 Making Inferences</p> <p>-S.F. Leveled Practice pgs. 4-12, 19-24, 28-30, 52-54, 70-72, 85-87</p> <p>-S.F. Classroom Routines #90</p> <p><u>Guiding Readers & Writers</u> <u>Grades 3-6, Chapter 26</u></p>
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Objective	Example	Instructional/Assessment Strategy	Resource
<i>Expository (Informational) Critique</i>			
5.2.5 Distinguish among facts, supported inferences, and opinions in text.	In reading an informational text, tell which is a fact and which is an opinion: <i>The color green can be made by mixing yellow and blue. Green is one of the most soothing colors, and makes one think of spring grass and new leaves.</i> Identify facts and opinions in a history book, such as the humorous <u>Lives of the Presidents: Fame, Shame (and What the Neighbors Thought)</u> by Kathleen Krull.	-S.F. T.E. 5.1 pgs. 168-169 -S.F. Teacher's Resource Book pg. 139, 141 -S.F. Instructional Routines #34	-Use all types of text books -Ind. ISTEP+ R.C. pgs. 69-74 Facts and Inferences, S.F. T.E. pgs. 75-78 Facts and Opinions -S.F. Leveled Practice pgs. 22-24 -S.F. Classroom Routines #81

Grade 5
ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE

READING: Literary Response and Analysis

Standard 3: Students read and respond to grade-level-appropriate historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in the *Indiana Reading List* illustrate the quality and complexity of the materials to be read by students.

Objective	Example	Instructional/Assessment Strategy	Resource
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Structural Features of Literature

<p>5.3.1 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.</p>	<p>Analyze an author’s purpose for writing, whether it is to inform, to teach, to entertain, or to elicit an emotional response, and tell how well that purpose is achieved by the type of writing the author has produced. After reading a nonfiction, instructional manual, such as <u>Computer Basics for Non-Techies: Course 1, Understanding the Basics</u>, use a graphic organizer to compare this to a humorous portrayal of the same subject, such as the humorous poem” A Dragon Is in My Computer” by Jack Prelutsky.</p>	<p>-Use Venn diagram to compare a topic and be able to explain author’s purpose. -S.F. Classroom Routines #90 -Refer to Genres S.F. T.E. pgs. 370-371 -S.F. Leveled Reader Resource Guide pg. 147 -S.F. Instructional Routines #27, #44 -<u>Guiding Readers & Writers Grades 3-6</u>, Chapter 23</p>	<p>-Various genre of literature to compare -S.F. Leveled Practice pgs. 3-15, 25-27, 61-63 -Ind. ISTEP+ R.C. pgs. 114-117</p>
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Narrative Analysis of Grade-Level-Appropriate Text

<p>5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved.</p>	<p>Read a story with a central conflict, such as <u>The Pushcart War</u> by Jean Merrill. Tell how the conflict between the peddlers and the truckers is solved and describe what issues are raised in the conflict.</p>	<p>-Student will write their interpretation of main problem and explain resolution. -S.F. T.E. 5.1 Plot pgs. 266 -S.F. Teacher’s Resource Book pgs. 237, 239 -S.F. Instructional Routines #28</p>	<p>-S.F. Leveled Practice pgs. 37-39, 82-84 -S.F. Leveled Reader Resource Guide pg. 146 -Ind. ISTEP+ R.C. pgs. 90-102 -S.F. Classroom Routines #86</p>
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Narrative Analysis of Grade-Level-Appropriate Text

<p>5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.</p>	<p>Read a book, such as <u>Mrs. Frisby and the Rats of NIMH</u> by Robert C. O'Brien, in which different characters are motivated in opposing ways, by innocent good, like the character of Mrs. Frisby, or by selfishness, like the characters of the Rats. Discuss how the contrast between innocence and worldly experience is important to the plot of the book.</p>	<p>-S.F. Teacher's Resource Book pgs. 199, 201 -S.F. T.E. 5.2 pgs. 328 -S.F. T.E. 5.1 pgs. 226-227 -S.F. Instructional Routines #47</p>	<p>-S.F. Leveled Practice pgs. 31-33, 46-48. -Ind. ISTEP+ R.C. pgs. 80-89</p>
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<p>5.3.4 Understand that <i>theme</i> refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.</p>	<p>Describe the themes in a fictional story, such as <u>A Wrinkle in Time</u> by Madeleine L'Engle, in which the themes of courage and perseverance are explored as the children in the story go on a dangerous mission in search of their scientist father.</p>	<p>-Use Lifelong Guidelines life skills to ask students about theme written in story. -S.F. T.E. 5.2 pg. 558 -S.F. Teacher's Resource Book pgs. 493, 495 -Use knowledge of Lifelong Guidelines to identify theme or the lesson the story teaches. -Read various fables and identify the theme of each one.</p>	<p>-<u>Aesop's Fables</u> -Ind. ISTEP+ R.C. pgs. 105-106 -S.F. Leveled Practice pgs. 76-78</p>
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Narrative Analysis of Grade-Level-Appropriate Text

<p>5.3.5 Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.</p>	<ul style="list-style-type: none"> • Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace. • Imagery: the use of language to create vivid pictures in the reader’s mind. • Metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He was drowning in money</i>. 	<p>Refer to Literary devices pg. 373 S.F. T.E.</p> <p>Ask student: Why did author write it that way?</p> <p>How do these devises affect the reader?</p>	<p>-S.F. Leveled Practice pgs. 88-90</p> <p>-See: Poetry selections pg. 375</p> <p>-Ind. ISTEP + R.C. pgs. 118-125</p>
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<p>5.3.6 Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.</p>	<p>Discuss the meaning of the walls in <u>The Secret Garden</u> by Frances Hogsdon Burnett.</p>	<p>-Students identify symbol in literature and write meaning.</p> <p>-S.F. T.E. 5.2 pgs. 370-389</p>	<p>Resources – Various genres of literature</p>
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Narrative Analysis of Grade-Level-Appropriate Text

<p>5.3.7 Evaluate the author's use of various techniques to influence readers' perspectives.</p>	<p>Tell how the details in the pictures support and add to the text in a picture book, such as <u>Bill and Pete Go Down the Nile</u> by Tomie DePaola. In the fictional picture book about Emily Dickinson, <u>Emily</u> by Michael Bedard, tell how the realistic illustrations and the writing style that imitates the style of Emily Dickinson's poetry make the story seem more realistic to the reader.</p>	<p>-S.F. Instructional Routines #42 -S.F. T.E. 5.2 <u>Chester Crickets Pigeon Ride</u> pgs. 493-511</p> <p>-S.F. Teacher's Resource Book pg. 435, 438</p> <p>-S.F. T.E. 5.2 pg. 543</p> <p>-S.F. T.E. 5.2 pgs. 425-439</p> <p>-S.F. T.E. 5.2 Pictures & Captions 653J</p> <p>-S.F. Teacher's Resource Book pg. 584-585</p>	<p>-Use a variety of picture books</p> <p>-S.F. Leveled Practice pgs. 68-69</p>
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Grade 5
ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE

WRITING: Writing Process

Standard 5: Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.			
Objective	Example	Instructional/Assessment Strategy	Resource
<i>Organization and Focus</i>			
5.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	<u>Guiding Readers & Writers Grades 3-6</u> , pp. 82-83	- <u>Guiding Readers & Writers Grades 3-6</u> , pp. 424-428 -Refer to Response Logs pg. 380 -S.F. Instructional Routines #52, #45	-S.F. T.E. Writing pg. 379-380 -Graphic organizers: S.F. Instructional Routines #78-90 - <u>Guiding Readers & Writers Grades 3-6</u> See Appendices -S.F. Writing Process transparencies - <u>Easy Steps to Writing Fantastic Research Reports</u>
5.4.2 Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.	-Use graphic organizers to promote multiple paragraphs and endings, etc.	-S.F. Writing Process transparencies -S.F. Instructional Routines -S.F. T.E. 5.2 Writing a Folk Tale 613C -Rubric 613	-S.F. T.E. Writing pg. 379-380 -Graphic organizers: S.F. Instructional Routines #83, #84, #86
5.4.3 Write informational pieces with multiple paragraphs that: <ul style="list-style-type: none"> • present important ideas or events in sequence or in chronological order. • provide details and transitions to link paragraphs. • offer a concluding paragraph that summarizes important ideas and details. 	Biographies, autobiographies, descriptions, summaries of information, interpretation of data, reports	-S.F. T.E. 5.1 Writing a Newspaper 265C -Rubric 265C -S.F. Writing Process transparencies -S.F. Instructional Routines	-S.F. T.E. Writing pg. 379-380 -Graphic organizers: /see kust 5.4.1 -Examples of informational articles -Student newspapers - <u>Time For Kids</u>
<i>Research and Technology</i>			
5.4.4 Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.		-S.F. T.E. 5.1 Research Skills 167J -S.F. Teacher's Resource Book pg. 135, 136	

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WRITING: Writing Process

Standard 5: Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.			
Objective	Example	Instructional/Assessment Strategy	Resource
<i>Research and Technology</i>			
5.4.5 Use note-taking skills.			-S.F. T.E. 5.2 Taking Notes/Organizing Information pg. 533C -S.F. T.E. 5.2 Research Strategy/Taking Notes pg. 551C -S.F. T.E. 5.1 pg. 241J -S.F. Teacher's Resource Book pg. 215
5.4.6 Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.		-S.F. T.E. 5.2 Multimedia Presentation 422H	-Computer/computer lab tutorial program
5.4.7 Use a thesaurus to identify alternative word choices and meanings.		-replace given word with alternative word(s) - S.F. T.E. 5.1 -Thesaurus/Synonym Finder pg. 203J -S.F. Teacher's Resource Book pg. 173-174	-Thesaurus -Ind. ISTEP+ R.C. pg. 12 -S.F. Instructional Routines #19
<i>Evaluation and Revision</i>			
5.4.8 Review, evaluate, and revise writing for meaning and clarity.		-S.F. T.E. Writing Process pg. 380 -S.F. Instructional Routines #52-56 -S.F. Writing Process transparencies	-Evaluation checklists: <u>Guiding Readers & Writers Grades 3-6</u> pp. 64-65; 84-85

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Objective	Example	Instructional/Assessment Strategy	Resource
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Evaluation and Revision

5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.	- <u>Guiding Readers & Writers Grades 3-6</u> , Appendix 10	-S.F. T.E. See Writing Process pg. 380 -D.O.L. - standard editing marks -S.F. Writing Process transparencies	-Graphic Organizers. -Samples of editing checklists for specific purposes.
5.4.10 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.		-S.F. T.E. See Writing Process pg. 380 -S.F. Writing Process transparencies - <u>Guiding Readers & Writers Grades 3-6</u> , Appendix 10; pp. 64-65; 84	-Graphic Organizers. -Samples of editing checklists for specific purposes. -Rubrics of teacher choice

Grade 5
ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE

WRITING: Writing Applications
(Different Types of Writing and Their Characteristics)

Standard 5: At Grade 5, students write narrative (story), expository (informational), persuasive, and descriptive texts of at least 500 words. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 – Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 5 students use the writing strategies outlined in Standard 4 – Writing Process to:

Objective	Example	Instructional/Assessment Strategy	Resource
<i>Writing Applications</i>			
5.5.1 Write narratives (stories) that: <ul style="list-style-type: none"> • establish a plot, point of view, setting, and conflict. • show, rather than tell, the events of the story. 	Write a story, modeling the style of the story after a type of writing recently read in class, such as a folktale, myth, mystery, or science fiction story. Include an interesting beginning that establishes the central conflict of the story and an ending that resolves the problem.	-Rubric for assessment (579C) -S.F. T.E. 5.1 Narrative Writing 579C -Writing Modes pg. 380 -S.F. T.E. Index Teacher’s Resources Tab -Writing Modes, p. 380 -Use picture books as models for teaching the elements of writing.	-Examples of student writing -Graphic Organizers: S.F. Instructional Routines
5.5.2 Write responses to literature that: <ul style="list-style-type: none"> • 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 an essay, telling how two authors are similar or different in terms of their writing styles, choices of topics, and the themes of their books. Support the opinion with specific examples from the authors’ books. Write a personal reaction to books in which a character deals with a problem, such as <u>The Best Bad Thing</u> by Yoshiko Uchida or <u>Shiloh</u> by Phyllis Naylor. Use clear organization and careful word choices to show your reaction to the character and the problem.	-Use of Response Logs – See <u>Guiding Readers & Writers Grades 3-6</u> Chapters 10 & 17; Rubric p. 183 - S.F. Instructional Routines #41, 42, 43	-Index: S.F. T.E. Teacher’s Resource Tab -Author’s purpose, p. 368 -Author’s viewpoint, p. 368 -Literary craft p. 373 -S.F. Self-Selected Reading & Read Aloud, Gr. 5 (titles related to topics in each unit)

Grade 5
ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE

WRITING: Writing Applications
(Different Types of Writing and Their Characteristics)

Standard 5: At Grade 5, students write narrative (story), expository (informational), persuasive, and descriptive texts of at least 500 words. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 – Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 5 students use the writing strategies outlined in Standard 4 – Writing Process to:

Objective	Example	Instructional/Assessment Strategy	Resource
<i>Writing Applications</i>			
<p>5.5.3 Write research reports about important ideas, issues, or events by using the following guidelines:</p> <ul style="list-style-type: none"> • Frame questions that direct the investigation. • Establish a main idea or topic. • Develop the topic with simple facts, details, examples, and explanations. • Use a variety of information sources, including firsthand interviews, reference materials, and electronic resources, to locate information for the report. 	<p>After talking to local officials and conducting library research, write about the history of the different people and immigrant groups who settled in Indiana. Prepare a class book on <i>The History of Indiana</i> that includes information about where these groups came from, where they first lived in the state, and what work they did.</p>	<p>-Rubrics (551P) -S.F. T.E. 5.2 551K-551P -<u>Easy Steps to Writing Fantastic Research Reports</u> -S.F. Writing Process transparencies, #21-25</p>	<p>-Examine various non-fiction resource books -Computers -Graphic Organizers: <u>Easy Steps to Writing Fantastic Research Reports</u> -S.F. Writing Process transparency #21</p>

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WRITING: Writing Applications
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Objective	Example	Instructional/Assessment Strategy	Resource
<i>Writing Applications</i>			
5.5.4 Write persuasive letters or compositions that: <ul style="list-style-type: none"> • state a clear position in support of a proposal. • support a position with relevant evidence and effective emotional appeals. • follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last. • address reader concerns. 	Interview several students in lower grades and take notes regarding changes they would like to see made to the school’s playground. Compile these opinions to write a persuasive article for the school newspaper.	-Student checklist & rubrics -S.F. T.E. Persuasive Writing 653C, 653D, 653K-653P -Rubric (653P) -S.F. Instructional Routines #59	-Samples of student writing for overhead -H.M. Anthology, pp. 186-87 -Graphic Organizers -S.F. Teacher’s Resource Book pg. 586-588
5.5.5 Use varied word choices to make writing interesting.	Write stories, reports, and letters showing a variety of word choices: use <i>inquired</i> or <i>requested</i> instead of <i>asked</i> .	-Revise written passage by substituting more interesting synonyms. -S.F. Instructional Routines #13, 14, 16, 18, 19 -S.F. T.E. 5.2 Improving Sentence Style, p. 515C	-Examples of student writing -Thesaurus -S.F. Instructional Routines Graphic Organizers #77, 78, 79, 80, 88

Grade 5
ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE

WRITING: Writing Applications
(Different Types of Writing and Their Characteristics)

Standard 5: At Grade 5, students write narrative (story), expository (informational), persuasive, and descriptive texts of at least 500 words. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 – Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 5 students use the writing strategies outlined in Standard 4 – Writing Process to:

Objective	Example	Instructional/Assessment Strategy	Resource
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Writing Applications

<p>5.5.6 Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.</p>	<p>Write a skit or an episode of a puppet show to present at your class talent show. Use funny words and phrases to make the audience laugh.</p>	<p>-S.F. T.E. Index pg. 379-380 Writing Forms</p> <p>-S.F. Writing Process Transparencies</p> <p>-S.F. Instructional Routines #57 to 61</p> <p>-Expose students to a variety of literature/printed materials. Identify/discuss how the author adjusts the tone and style for different purposes and audiences.</p>	<p>-Variety of quality literature, text books, and other printed materials (newspapers, magazines, brochures, advertisements)</p>
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Grade 5
ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE

WRITING: Written English Language Conventions

Standard 6: Students write using Standard English conventions appropriate to this grade level.			
Objective	Example	Instructional/Assessment Strategy	Resource
<i>Sentence Structure</i>			
<p>5.6.1 Identify and correctly use prepositional <i>phrases</i> (<i>for school</i> or <i>In the beginning</i>), appositives (<i>We played the Cougars, the team from Newport</i>), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).</p> <ul style="list-style-type: none"> • <i>We began our canoe trip on the White River</i> (prepositional phrase) <i>when it stopped raining</i> (subordinate clause). • <i>Although the weather, chilly and damp,</i> (appositive) <i>threatened our trip, we were never discouraged.</i> (main clause). 		<p>-Tests for evaluation of grammar rules</p> <p>-S.F. T.E. 5.2 533F/551N Prepositions</p> <p>-S.F. Teacher's Resource Book pgs. 461-462, 489</p> <p>-Observe students' use of skills in their written work.</p>	5.6.1A Cursive Writing books or materials
<p>5.6.2 Use transitions (<i>however, therefore, on the other hand</i>) and conjunctions (<i>and, or, but</i>) to connect ideas.</p>		<p>-Students combine sentences by using transition & conjunctions</p> <p>-S.F. T.E. 5.1 61C Using Affective Transitions</p> <p>-S.F. T.E. 5.2 551F, 579E Conjunctions</p> <p>-S.F. Teacher's Resource Book 480-481/501</p> <p>-Rubric designed to evaluate transitions</p>	<p>-Transition word lists</p> <p>-Ind. ISTEP+ R.C. pgs. 137-138</p>

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ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE

WRITING: Written English Language Conventions

Standard 6: Students write using Standard English conventions appropriate to this grade level.			
Objective	Example	Instructional/Assessment Strategy	Resource
Grammar			
5.6.3 Identify and correctly use appropriate tense (<i>present, past, present participle, past participle</i>) for verbs that are often misused (<i>lie/lay, sit/set, rise/raise</i>).		-Practice tests to measure skills -S.F. T.E. 5.1 Tenses 281F/299E-299F -S.F. Teacher's Resource Book pgs. 246-247, 264-266	Ind. ISTEP+ R.C. pg. 136
5.6.4 Identify and correctly use modifiers (words or phrases that describe, limit, or qualify another word) and <i>pronouns</i> (<i>he/his, she/her, they/their, it/its</i>). <ul style="list-style-type: none"> • Correct: <i>On the walls there are many pictures of people who have visited the restaurant.</i> • Incorrect: <i>There are many pictures of people who have visited the restaurant on the walls.</i> • Correct: <i>Jenny and Kate finished their game.</i> • Incorrect: <i>Jenny and Kate finished her game.</i> 		-S.F. T.E. Pronouns 489E -Teacher's Resource Book pgs. 422-424 -S.F. T.E. 515E, F -S.F. Teacher's Resource Book pg. 441-443	Lists of pronouns - <u>Mine All Mine</u> , a book about pronouns, Ruth Heller

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WRITING: Written English Language Conventions

Standard 6: Students write using Standard English conventions appropriate to this grade level.			
Objective	Example	Instructional/Assessment Strategy	Resource
Punctuation			
5.6.5 Use a colon to separate hours and minutes (<i>12:20 a.m., 3:40 p.m.</i>) and to introduce a list (<i>Do the project in this order: cut, paste, fold.</i>); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions (<i>Time is short; however, we will still get the job done.</i>)		Practice tests to measure skills DOL (Daily Oral Language)	-Ind. ISTEP+ R.C. pg. 129-130 Quotations; pg. 131-132 Commas
Capitalization			
5.6.6 Use correct capitalization.		-S.F. T.E. 5.2 599E-599F/635E; 167F/183E/39E -S.F. Teacher's Resource Book pg. 520-522/558; 129-130/147	-Ind. ISTEP+ R.C. pg. 132-133
Spelling			
5.6.7 Spell roots or bases of words, prefixes (<i>understood/misunderstood, excused/unexcused</i>), suffixes (<i>final/finally, mean/meanness</i>), contractions (<i>will not/won't, it is/it's, they would/they'd</i>), and syllable constructions (<i>in•for•ma•tion, mol•e•cule</i>) correctly.		-S.F. T.E. 219g/489h/515h -S.F. Teacher's Resource Book pp. 188-191/426-428; 445-447 -S.F. Phonics Handbook: Suffixes/Prefixes pp. 100-101 Syllable Patterns pp. 102-103 Contractions pp. 96-97	Established Spelling lists or book (Standardized) -S.F. Phonics Workbook: Contractions pp. 126-130 Syllabication pp. 166-180

Grade 5
ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE

LISTENING AND SPEAKING:
Listening and Speaking Skills, Strategies, and Applications

Standard 7: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

Objective	Example	Instructional/Assessment Strategy	Resource
<i>Comprehension</i>			
5.7.1 Ask questions that seek information not already discussed.		-S.F. Instructional Routines #49	-Speaking activities INDEX 377 T.E. Teacher's Resources Tab
5.7.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.		Write critical response after presentation. S.F. Instructional Routines #42 -S.F. Instructional Routines #51	-Listening activities INDEX 372-373 T.E. Teacher's Resources Tab
5.7.3 Make inferences or draw conclusions based on an oral report.		-S.F. Instructional Routines #30, 51	
<i>Organization and Delivery of Oral Communication</i>			
5.7.4 Select a focus, organizational structure, and point of view for an oral presentation.			
5.7.5 Clarify and support spoken ideas with evidence and examples.		S.F. Instructional Routines #48	
5.7.6 Use volume, phrasing, timing, and gestures appropriately to enhance meaning.		S.F. Instructional Routines #46	

Grade 5
ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE

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Objective	Example	Instructional/Assessment Strategy	Resource
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Analysis and Evaluation of Oral and Media Communications

5.7.7 Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.		-Use pupil edition -“Talk About It” before each selection. -S.F. Instructional Routines #49, 51	-Rubrics -Checklists
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5.7.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.		S.F. Instructional Routines #51	-Newspapers -Magazines -Graphic Organizers
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Speaking Applications

5.7.9 Deliver narrative (story) presentations that: <ul style="list-style-type: none"> • establish a situation, plot, point of view, and setting with descriptive words and phrases. • show, rather than tell, the listener what happens. 		-Opportunities for oral presentation for evaluation -S.F. T.E. 5.2 443A Humorous Stories	-Rubrics -Checklists
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LISTENING AND SPEAKING:
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Objective	Example	Instructional/Assessment Strategy	Resource
<i>Speaking Applications</i>			
5.7.10 Deliver informative presentations about an important idea, issue, or event by the following means: <ul style="list-style-type: none"> • Frame questions to direct the investigation. • Establish a controlling idea or topic. • Develop the topic with simple facts, details, examples, and explanations. 		-Teacher observation	-Checklists -Rubrics
5.7.11 Deliver oral responses to literature that: <ul style="list-style-type: none"> • summarize important events and details. • demonstrate an understanding of several ideas or images communicated by the literary work. • use examples from the work to support conclusions. 		-Teacher observation -Refer to Oral Language in T.E. and Instructional Routines	