

Freetown Lakeville Public Schools

Grade 5 Unit Guide
English Language Arts

June 19, 2003

Grade 5 Curriculum Guideline

Purpose of this Curriculum Guide:

Grade 5 English Language Arts Mission:

Grade 5 English Language Arts Philosophy:

This curriculum was written by:

Grade 5 Curriculum Guideline

Unit: English

Topic: Grammar

Student Learning Outcomes

Textbook References, Resources and Materials

- 23005** Identify parts of speech (noun, pronoun, verb, adverb, adjective).
- Recognize that a word performs different functions according to its position in the sentence.
- Identify simple and compound sentences.

Suggested Instructional Strategies

Related workbook pages/worksheets
Use of context clues in sentence to identify parts of speech

Assessment

Evaluation of workbook pages/worksheets
Teacher observation

Topic: Media

Student Learning Outcomes

Textbook References, Resources and Materials

- 23026** Identify techniques used in educational reference software and websites and describe how these techniques are the same or different from the techniques used by authors and illustrators of print materials.
- 23027** Facilities and resources may hinder the ability to achieve this outcome.
Create a media presentation using effective images, text, music, sound effects, or graphics. (**music, computer science, art**)

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Suggested Instructional Strategies

Power point presentation
Video presentation
Pictorial presentation using digital camera
Graphic Organizers
Links writing program and activities

Assessment

Evaluation of presentation

Topic: Oral Skills

Student Learning Outcomes

23003 Give oral presentations for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect.

Use teacher-developed assessment criteria to prepare their presentations.

Textbook References, Resources and Materials

Suggested Instructional Strategies

Persuasive essays to be presented orally
Project/Book report - both orally and written
Graphic organizers

Assessment

Rubrics
Teacher observation
Evaluation of oral presentations

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Topic: Reasearch

Student Learning Outcomes

23024

Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects:
use an expanded range of print and non-print sources (atlases, databases, electronic, on-line resources);
follow established criteria for evaluating information;

locate specific information within resources by using indexes, tables of contents, electronic search key words;
organize and present research using the grade 5-6 Learning Standards in the Composition Strand as a guide for writing; and
provide appropriate documentation in a consistent format.

This is a good standard to collaborate on with other disciplines, e.g. social studies and science.

Textbook References, Resources and Materials

Suggested Instructional Strategies

Assign research project to be presented in written or oral form
Graphic organizers
Internet research
Website evaluation
Student will use rubrics for evaluating their projects
At start of research project, students will generate a time-line for completion of project
Links writing program and activities

Assessment

Evaluation of written work
Teacher observation
Rubrics
Peer evaluation

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Topic: Research

Student Learning Outcomes

Textbook References, Resources and Materials

- 23002** Gather relevant information for a research project or composition through interviews.
***Not Currently Addressed. See HSS curriculum.

Suggested Instructional Strategies

Assign research project to be presented in written or oral form
Graphic organizers
Internet research
Website evaluation
Student will use rubrics for evaluating their projects
At start of research project, students will generate a time-line for completion of project
Links writing program and activities

Assessment

Evaluation of written work
Teacher observation
Rubrics
Peer evaluation

Topic: Writing

Student Learning Outcomes

Textbook References, Resources and Materials

- 23019** Write stories or scripts containing the basic elements of fiction (characters, dialogue, setting, and clear plot).
- Write poems using figurative language (simile), and graphic elements (capital letters, line length).
- Write brief research reports on a topic with supporting detail.
- Write friendly letters using standard five-part form.
- 23020** Make distinctions among fiction, nonfiction, drama, and poetry.

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- 23021** With teacher direction, improve writing by:
adding images;
adding sensory detail; and
varying sentences.
- Improve word choice by using dictionaries, thesauruses, and/or class-generated word banks.
- 23022** Edit writing using knowledge of:
correct mechanics (apostrophes, comma use in compound sentences, paragraph indentations);
correct sentence structure (elimination of fragments and run-ons); and
correct standard English spelling (especially commonly used homophones).
- 23023** Use appropriate descriptive details about setting, characters, and events in stories.
- Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.
- Paragraphs are in logical order in pieces with more than one paragraph.
- 23025** Use prescribed criteria from a scoring rubric to evaluate their own and others' compositions, recitations, or performances before presenting them to an audience.
- 23015** Identify imagery, figurative language, rhythm, or flow when responding to literature, and then choose words for these purposes in their own writing.
- 23001** Apply understanding of agreed-upon rules and individual roles in order to make decisions.
- 23005** Expand sentences.
Vary sentence structure.
Use appropriate verb tense.

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Suggested Instructional Strategies

Graphic organizers
Proofreading aloud with a one-foot voice.
Students use rubrics during their writing and proofreading.
Related workbook pages/worksheets
Links writing program and activities
Model figurative language by reading a variety of texts that contain it.
Example: Give students an object and have them write a story personifying that object.
Creative writing
Persuasive writing
Compare and contrast different genres
Discussion of formal vs informal language and appropriate uses of both.

Assessment

Evaluate written work using rubrics.
Teacher observation
Quizzes

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Unit: Reading and Literature

Topic:

Student Learning Outcomes

Textbook References, Resources and Materials

- 23001** Apply understanding of agreed-upon rules and individual roles in order to make decisions.
- 23006** Identify differences between oral and written language patterns.
- Use appropriate vocabulary to describe examples of formal and informal English, e.g. standard English, jargon, dialect, technical, and non-standard English.
- 23008** For imaginative / literary texts:
Identify and analyze sensory details and figurative language;
- Identify and analyze the author's use of dialogue and description.
- For informational / expository texts:
Recognize organizational structures (chronological order, logical order, cause and effect, classification schemes).
- Identify and analyze main ideas, supporting ideas, and supporting details.
- 23010** Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction) as forms with distinct characteristics and purposes.
- 23011** Identify the theme as the main idea of a selection, providing evidence from the text.
- 23012** Identify and analyze the elements of setting, characterization, and plot (including conflict).
- 23013** Identify and use common textual and graphic figures and organizational structures in order to comprehend both nonfiction and informational materials:
textual features (paragraphs, topic sentences, concluding sentences, glossary, index);
graphic features (charts, maps, diagrams, captions, illustrations);
organizational structures (logical order, cause and effect).

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- 23017** Identify and analyze structural elements particular to dramatic literature (scenes, acts, narrator) in the plays they read.
Identify and analyze the similarities and differences between a narrative text and its film or play version.
- 23018** Develop characters through the use of basic acting skills (memorization, sensory recall, concentration, diction, body alignment, expressive detail) and self-assess using teacher-developed criteria before giving their presentation.
***Not currently addressed

Suggested Instructional Strategies

Formulation of class discussion rules by students.

Selection of novels to be read by the students and read aloud to the students.

Related worksheet and workbook pages.

Role playing

Drama - <http://aaronshelp.com>

Writing poetry

Defining the elements of fiction compared to nonfiction

Graphic organizers

Identify purpose for reading

Define the characteristics of poetry

Identification of genres

Discussion and questioning about evidence that supports main idea.

Rewrite a story into play form.

Field trip to the local theater.

Assessment

Evaluation of written work

Teacher observation

Rubrics

Theme tests

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Topic: Folktales

Student Learning Outcomes

Textbook References, Resources and Materials

23016 Compare traditional literature from different cultures.

Suggested Instructional Strategies

Identify common structures (magic helper, rule of three, transformation) and stylistic elements (hyperbole, refrain, simile) in traditional literature.
- Expose students to concept. They will master in 6th grade.

Assessment

Evaluation of written work
Teacher observation
Rubrics
Theme tests

Topic: Vocabulary

Student Learning Outcomes

Textbook References, Resources and Materials

23004 Determine the meaning of unfamiliar words using definition or example context clues.

Determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses.

Suggested Instructional Strategies

Vocabulary associated with readings
Related workbook pages/worksheets
Dictionary/Thesaurus usage

Assessment

Evaluation of written work
Teacher observation
Rubrics
Theme tests

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Recommended Resources for Grade 5 English Language Arts: