

Grade 5 Language Arts

READING

Narrative Text: Develop essential reading strategies for narrative text (historical fiction, tall tales, science fiction, fantasy and mystery).

- Analyze how characters and communities reflect life and how character's traits and setting define plot, climax, the role of dialogue, and how problems are resolved.
- Analyze the structure, elements, style, and purpose of narrative genre.
- Explain how authors use literary devices (exaggeration and metaphors, themes, plot and functions of heroes, anti-heroes and narrators).
- Recognize the structures (point of view, metaphor) and elements that influence the purpose of the message.

Informational Text: Develop essential reading strategies for informational texts. (advertising, experiments, editorials, atlases)

- Analyze the structure, elements, features, style, and purpose of informational genre.
- Identify and describe text patterns (cause and effect, compare/contrast, and problem/solution).
- Explain how authors use text features (graphs, charts, diagrams, introductions, summaries, conclusions, timelines, indexes, and table of contents).
- Recognize the structures (genre, compare/contrast, sequence, etc.) and elements that influence the purpose of the message (added in the interest of best practice).

Comprehension, Metacognition, Critical Standards: Students will self-monitor, plan, and evaluate their comprehension by using multiple strategies and processes to construct meaning.

- Make connections (self, text, world) to themes and perspectives through oral and written responses. (book clubs, literature circles, and other discussions).
- Summarize narrative and informational text.
- Analyze global themes, universal truths, and principals within and across text by drawing conclusions, making inferences, and synthesizing.
- Apply significant knowledge from grade level science, social studies and mathematics texts to real-world situations.
- Self-monitor by applying strategies such as predicting, constructing mental images, visualizing, questioning, rereading, listening again, inferring, summarizing, and engaging in interpretive discussions.
- Read, looking for information, but also for ways of thinking about the subject matter (added in the interest of best practice).
- Discuss with a collaborative focus, understanding that more heads are better than one (added in the interest of best practice).

Reading Attitude: Students will be enthusiastic about reading and do substantial reading and writing on their own.

- Choice in reading genres
- Opportunity to discuss what they're reading with a peer, teacher or other interested adult.
- Ability to choose reading level appropriate materials.
- See themselves as readers.

Word Meanings: Students will recognize frequently encountered words in print, determine the meaning of words, and apply those aspects while increasing fluency.

- Use strategies (structural, contextual and word order clues) to read frequently encountered words, multiple meaning words and decode unknown words.
- In context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies including analogies, content glossaries and electronic resources.

WRITING

Writing Genre and Writing Process: Understand and apply the writing process using a variety of genre (mystery, tall tale, historical fiction, poetry, position piece and a research project).

- Set a purpose, consider audience, and replicate author's styles and patterns when writing a narrative or informational piece.
- Apply a variety of prewriting strategies for both narrative and informational writing (graphic organizers, discussion and peer sharing) in order to generate sequence and structure ideas (role and relationships of characters, settings, ideas, position/evidence, or compare/contrast).
- Draft and revise mechanically sound paragraphs based on specific oral and written responses to improve organization and flow of ideas.
- Use appropriate resources using grade level checklists and rubrics.
- Correctly use compound subjects and predicates; proper nouns and pronouns; articles; conjunctions; hyphens in compound and number words, commas between two independent clauses to set off direct address, long phrases, clauses; colons.
- Correctly spell frequently encountered words.
- Produce neat and legible compositions.
- Develop and apply writing standards in using student/class created rubrics to assess the writing of others and their own writing; interpret author's viewpoints and determine effect on classroom audiences.

Personal Style: Students will exhibit personal style and voice to enhance the written message in both narrative and informational writing.

- Use personification, humor, element of surprise, emotional appeal, strong opinion, credible support.
- Apply what they've learned from mentor texts with a strong voice and style.

Writing Attitude: Students will be enthusiastic about writing and learning to write.

- Will have choice in writing topics.
- Will have the opportunity to share their writing in a variety of settings.
- Will view themselves as writers and as part of a community of writers.

SPEAKING

Speaking: Use Language to communicate effectively and engage in interactive conversation.

- Use common grammatical structures correctly when speaking and adjust use of language to communicate effectively for a variety of audiences and purposes (research, explanation, persuasion).
- Speak effectively using varying tone, volume and pace of speech to indicate emotions, create excitement, and emphasize meaning.
- Present in Standard English if it is their first language. Students whose first language is not English will present in their developing version of Standard American English.
- Understand, providing examples of how language differs from early American History to current day America as a result of diversity.
- Discuss narratives and other text types by analyzing content, interpreting the message and evaluating the purpose.
- Engage in conversation in book clubs and literature circles.
- Plan and deliver persuasive presentations.

LISTENING AND VIEWING

Listening and Viewing: Develop, use and combine critical listening and viewing strategies for a variety of purposes.

Conventions:

- Listen to or view critically while demonstrating appropriate audience behaviors in group settings.
- Ask relevant questions based on arguments presented by a speaker when listening to or viewing a variety of presentations.
- Listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages during a variety of presentations.
- Recognize and analyze the various roles of the communication process (persuade, critically analyze, entertaining vs. informative, different interpretations or perspectives of an action or event) in focusing attention on events and shaping opinions.

Response:

- Select, listen to or view knowledgeably, a variety of genre.
- Discuss and respond to multiple texts and compare their responses to those of their peers (discussing, illustrating, taking a position and or writing).
- Combine the skills of viewing, analyzing and responding orally, and listening to demonstrate understanding.
- Respond to and go beyond information given by a speaker, making inferences and drawing conclusions.