

Fifth Grade Language Arts



Course Overview

LANGUAGE SKILLS

- **Composition**—Students practice writing, from planning to proofreading, as they write a memoir, an editorial, a research paper, a business letter, and more
- **Grammar, Usage, and Mechanics**—Students learn about parts of speech, punctuation, and research skills. They continue sentence analysis and diagramming
- **Vocabulary**—The Vocabulary Workshop helps students enrich their vocabulary, develop word analysis skills, and prepare for standardized tests
- **Spelling**—Students learn sound-symbol relationships and spelling patterns, identify affixes and how they affect the meaning of words, and recognize base words and roots in related words

LITERATURE

Students analyze, compare, and creatively respond to a variety of works. The emphasis is on classic works, including tales of Robin Hood and St. George; selections from *Don Quixote* and Shakespeare's *The Tempest* and *A Midsummer Night's Dream*; "Rip Van Winkle" and "The Legend of Sleepy Hollow"; and Sherlock Holmes mysteries. Students read works of nonfiction, as well as four novels (selected from a long list of such classics as *Pippi Longstocking*, *Call It Courage*, and *The Lion, the Witch, and the Wardrobe*).

Course Outline

LANGUAGE SKILLS

Grammar, Usage, and Mechanics

Sentences

- Identify and form four kinds of sentences: declarative, interrogative, imperative, and exclamatory
- Rewrite sentences to change their kind (for example, interrogative to declarative) and use the appropriate end punctuation mark for each kind of sentence
- Identify the subject and predicate of a sentence
- Distinguish complete subjects and predicates from simple subjects and predicates
- Distinguish between complete sentences and fragments
- Identify subject complements and direct objects
- Analyze and diagram sentences

Punctuation and Capitalization

- Use periods to end most abbreviations and after initials
- Form abbreviations for units of measure and two-letter postal abbreviations for states without periods
- Use commas to separate words in a series
- Use commas with *yes* and *no*, and in direct address
- Use commas in dates and in geographic place names (e.g., between the name of a city and state)
- Use commas and quotation marks to set off direct quotations in sentences
- Use commas before *and*, *but*, and *or* in compound sentences
- Use quotation marks, underlining, or italics as appropriate for titles of stories, poems, books, movies, plays, and works of art

- Review capitalization rules (e.g., capitalize the first word of a sentence, proper nouns and adjectives, names, important words in titles, etc.)

Nouns

- Identify proper and common nouns
- Identify singular and plural nouns, regular and irregular
- Form singular and plural possessive nouns
- Identify nouns used as subjects, subject complements, and direct objects

Pronouns

- Identify and understand usage of personal pronouns
- Identify and use singular and plural pronouns
- Complete sentences with pronouns as subject complements and direct objects
- Complete sentences with pronouns as objects of prepositions
- Use the personal pronouns *me*, *us*, *him*, *her*, and *them* as subject complements or direct objects
- Identify the person of a pronoun: first, second, or third person
- Identify the gender of a pronoun: masculine, feminine, or neuter
- Distinguish subject pronouns *I*, *you*, *he*, *she*, *it*, *we*, and *they* from object pronouns *me*, *you*, *him*, *her*, *it*, *us*, and *them*
- Identify and form possessive pronouns
- Identify and use reflexive and intensive pronouns

Adjectives

- Identify adjectives and their functions

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- Form proper adjectives from proper nouns (e.g., *Swedish* from *Sweden*)
- Identify definite and indefinite articles
- Identify and use the correct forms of demonstrative adjectives
- Identify and use possessive adjectives
- Form positive, comparative, and superlative adjectives

Verbs

- Identify and use action verbs, being verbs, linking verbs, and auxiliary verbs
- Write questions and negative statements using main and helping verbs
- Identify and form principal parts of verbs (present, present participle, past, past participle)
- Identify and use regular and irregular verbs
- Identify and use simple tenses: present, past, future
- Identify and form the present and past progressive tense
- Identify transitive verbs and direct objects in sentences
- Identify intransitive verbs and distinguish from transitive verbs
- Use singular verbs with singular subjects, and plural verbs with plural subjects
- Form and correctly use principal parts of *break*, *see*, *go*, *choose*, and *take*
- Correctly use:
 - *is*, *am*, *are*, *was*, *were*
 - *do* and *does*
 - *there is* and *there are*
- Correctly use forms of:
 - *let* and *leave*
 - *teach* and *learn*
 - *lie* and *lay*
 - *sit* and *set*

Adverbs

- Identify and use adverbs of time, place, and manner
- Form comparative and superlative adverbs
- Identify adverbs as positive, comparative, or superlative
- Use *good* and *well*; *their* and *there*; *real* and *very*; *to*, *too*, and *two*; and *no*, *not*, and *never* correctly in sentences

Prepositions, Conjunctions, and Interjections

- Identify prepositions and prepositional phrases in sentences
- Select the correct preposition to complete a sentence
- Correctly use *between* and *among*, and *from* and *off*
- Identify prepositional phrases as adjectival or adverbial
- Identify objects of prepositions

- Identify and use conjunctions
- Use conjunctions to connect two sentences
- Use appropriate interjections to introduce sentences

Vocabulary and Word Study

- Understand and apply the definitions of given words
- Write sentences to answer questions on a reading selection that uses the words in context
- Write original sentences that use words correctly in context
- Make connections between words and ideas
- Identify synonyms and antonyms of given words

LISTENING AND SPEAKING

- Recite a poem from memory, read an original composition, and read a brief passage from a favorite book
- Use techniques for effective oral presentations (e.g., stand straight and tall, keep your hands at your sides, speak with expression in a loud, clear voice, use complete sentences and proper grammar)
- Maintain purposeful discussion (agree and disagree constructively, state ideas clearly and fully using complete sentences and proper grammar, synthesize and build on others' ideas, explain and defend ideas)

COMPOSITION

Writing as a Process

- Understand and practice writing as a process (prewriting, drafting, revising, proofreading, publishing)

Writing a Memoir (A Personal Recollection)

- Understand the elements of the memoir: plot, characters, setting, and theme
- Plan and organize events to be related in the memoir
- Distinguish between first person and third person point of view
- Use imagery and simile to describe a place or scene
- Write realistic dialogue
- Write, revise, and proofread a memoir

Writing a Research Paper

- Choose and narrow a topic for a research paper
- Find sources for a research paper
- Gather information using library and Internet sources
- Prepare bibliography cards
- Paraphrase sources and understand how to avoid plagiarism
- Write a thesis statement
- Prepare a formal outline for the research paper



- Compile a bibliography
- Write an effective introduction and conclusion
- Develop paragraphs with a topic sentence and supporting details that relate to the topic
- Revise the research paper to improve content, organization, clarity, and word choices, and proofread to correct errors

Writing to a Prompt

- Identify four types of prompts: narrative, expository, persuasive, and descriptive
- Decide what type of writing a prompt requires
- Identify elements of a paragraph: topic sentence, body (supporting details), and closing sentence
- Plan the beginning, middle, and end of a response to a prompt
- Practice writing in response to writing prompts under timed conditions

Writing an Editorial

- Analyze an editorial
- Distinguish fact from opinion
- Locate facts and other information to support opinions in an editorial
- Anticipate and respond to opposing arguments
- Revise with special attention to controlling tone and eliminating unnecessary attacks, unsupported judgments, and overstatements

Writing a Speech

- Identify different purposes for a speech (e.g., to inform, persuade, or entertain)
- Write a thesis statement for an informative speech
- Use the writing process to write a speech
- Deliver the speech to an audience

Writing Business Letters

- Identify the parts of a business letter
- Understand the audience and purpose of the business letter
- Write and revise a business letter of complaint or a request for information

Writing a Compare-and-Contrast Essay

- Analyze an essay written to compare and contrast
- Use graphic organizers to plan topics to compare and contrast
- Prepare an outline for a compare-and-contrast essay
- Write, revise, and proofread a compare-and-contrast essay

Writing a Character Sketch

- Gather information through observation or recall for a character sketch
- Write dialogue to include in a character sketch
- Use specific details and examples to illustrate the subject's characteristics
- Write, revise, and proofread a character sketch

Writing a Short Story (Optional)

- Analyze a short story
- Describe the setting for a story
- Select and describe characters for a story
- Plan a conflict and the plot of a story
- Write, revise, and proofread a short story

Writing a Book Review (Optional)

- Summarize the book to be reviewed
- Gather information about the author
- Evaluate the plot, characters, and setting
- Prepare an outline for the book review
- Write, revise, and proofread the review

LITERATURE

Comprehension Strategies

- Ask questions and support answers by connecting prior knowledge with information found in, and inferred from, the text
- Make connections to personal experiences
- Recall major points in the text and make and modify predictions
- Summarize readings

Comprehension Skills

- Recognize the author's purpose
- Identify the speaker or narrator in a selection
- Identify and explain cause and effect in literary selections
- Compare and contrast across selections and genres
- Make inferences and draw conclusions about characters, supported by evidence from the text
- Identify the main problem or conflict of the plot and how it is resolved
- Distinguish between fact and opinion
- Identify and sequence steps in a process
- Identify the main idea and supporting details of a paragraph or selection
- Recognize story elements: character, setting, plot (conflict and resolution), theme



Informational Materials

- Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text
- Follow multiple-step written instructions (e.g., how to assemble a product or play a board game)
- Locate information in charts, diagrams, maps, captions, illustrations, and photos

Literary Response

- Recognize different genres: biography, drama, fiction, nonfiction, and poetry
- Determine what characters are like by what they say and do, and how the author or illustrator portrays them

Poetry

- Identify line, stanza, and rhyme
- Identify and use similes
- Identify and analyze how a poet uses language to appeal to the senses, create imagery, and set tone
- Recognize literary techniques such as personification, alliteration, and onomatopoeia

Listening and Speaking Strategies

- Retell, paraphrase, and explain what a speaker has said
- Read prose and poetry aloud with fluency, rhythm, and expression
- Connect and relate prior experiences, insights, and ideas to those of a speaker

Analysis of Oral and Media Communications

- Compare ideas and points of view expressed in broadcast and print media
- Distinguish between the speaker's opinions and verifiable facts

SPELLING

- Words with Two Vowels Together, Each Having Its Own Sound; Prefix *uni-*; and Base Word *grace*
- Words with /k/ Sound Spelled *ch*, Prefix *quad-*, and Base Word *scholar*
- The Schwa Sound Spelled *a* at the Beginning and End of Words, Prefix *oct-*, Base Word *deficit*
- Words with the Endings *tion* and *sion*, Prefix *kilo-*, Root *gradu*
- Word Relationships, Prefix *milli-*, and Root *prehend*
- Words with /j/ Spelled *dge*, Soft *c* and *g*, Prefix *a-*, and Root *tox*
- Word Relationships, Prefix *super-*, and Root *tech*
- Abbreviations, Prefix *para-*, and Root *cour*
- Contractions, Prefix *multi-*, and Root *meter*
- Words with /shun/ Spelled *tion* and *sion*, Prefix *a-*, and Root *thermo*

- Words with /sh/ Spelled *ch*, /k/ Spelled *que*, /s/ Spelled *sc*, Prefix *out-*, and Base Word *operate*
- Word Relationships, Prefix *over-*, and Root *brev*
- Words Often Confused in Spelling, Prefix *-ir*, and Root *bell*
- Difficult Plurals, Prefix *im-*, and Root *just*
- Adding the /shun/ Ending Spelled *tion* and *sion*, Prefix *il-*, and Root *ini*
- Words with *tion* and *sion*, Suffix *-eer*, and Root *liber*
- Words with *tion* and *sion*, Suffix *-ess*, and Root *cline*
- Adding Vowel Suffixes, Suffix *-ical*, and Root *cert*
- Adding Suffixes, Suffix *-ism*, and Root *grat*
- Adding Vowel Suffixes, Suffix *-ify*, and Root *domus*
- Abbreviations, Suffix *-or*, and Root *mand*
- Word Relationships, Suffix *-ary*, and Root *ques*
- Compound Words, Suffix *-ant*, and Root *min*
- Words with *tion*, Suffix *-worthy*, and Root *flam*
- Endings *tion* and *sion*, Suffix *-ward*, and Root *nov*
- Words Often Confused in Spelling, Suffix *-some*, and Root *mob*
- Words within Words, Suffix *-like*, and Root *term*
- Words with Two Pronunciations and Two Meanings, Suffix *-ish*, and Base Word *present*
- Compound Words, Suffix *-ern*, and Root *turb*
- Endings *tion* and *sion*, Suffix *-dom*, and Root *vict*

Standard Curriculum Items

Dry eraser

8 ½" x 11" whiteboard

Dry erase marker

Classics for Young Readers, Vol. 5A

American Lives & Legends

Exercises in English, Millennium Ed.

Vocabulary Workshop

Test Ready Language Arts, Book 5

Test Ready Reading Longer Passages, Book 5

Paddle to the Sea by Holling Clancy Holling

American Tall Tales by Adrien Stoutenburg

Bard of Avon: The Story of William Shakespeare by Diane Stanley and Peter Vennema

Curious Creatures

Classics for Young Readers, Vol. 5B

Writing in Action, Vol. 5E

Writing in Action, Vol. 5F

I Didn't Know That!

Don Quixote—K¹² edition, retold for young readers

Novels

K¹² offers a selection of 25 novels for grades 3-5. These novels are listed in order of increasing difficulty as measured by the Lexile scale, a system that measures reading difficulty by sentence length and vocabulary (see

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www.lexile.com). Lexile ratings roughly correspond to grade levels as indicated below.

Approximate Grade Level	Lexile Range
3	500-700
4	650-850
5	750-950

Lexile levels are only one means of assessing whether a work is appropriate for your student. When selecting a novel, keep in mind that the lexile rating does not measure subject matter or themes in the work.

Title and Author	Lexile Level
<i>A Lion to Guard Us</i> , by Clyde Robert Bulla	360
<i>Stone Fox</i> , by John Reynolds Gardiner	550
<i>Sarah, Plain and Tall</i> , by Patricia MacLachlan	560
<i>Henry Huggins</i> , by Beverly Cleary	670
<i>Charlotte's Web</i> , by E.B. White	680
<i>From the Mixed-up Files of Mrs. Basil E. Frankweiler</i> , by E.L. Konigsburg	700
<i>Li Lun, Lad of Courage</i> , by Carolyn Treffinger	720
<i>In the Year of the Boar and Jackie Robinson</i> , by Bette Bao Lord	730
<i>A Wrinkle in Time</i> , by Madeleine L'Engle	740
<i>The Martian Chronicles</i> , by Ray Bradbury	740
<i>The Outsiders</i> , by S.E. Hinton	750
<i>The Bronze Bow</i> , by Elizabeth George Speare	760
<i>Little House on the Prairie</i> , by Laura Ingalls Wilder	760
<i>The Book of Three</i> , by Lloyd Alexander	770
<i>Tuck Everlasting</i> , by Natalie Babbitt	770
<i>The Sign of the Beaver</i> , by Elizabeth George Speare	770
<i>Walk Two Moons</i> , by Sharon Creech	770
<i>War Comes to Willie Freeman</i> , by Christopher and Lincoln Collier	770
<i>The Cricket in Times Square</i> , by George Selden	780
<i>Mrs. Frisby and the Rats of NIMH</i> , by Robert C. O'Brien	790
<i>My Side of the Mountain</i> , by Jean Craighead George	810
<i>Call It Courage</i> , by Armstrong Sperry	830
<i>Johnny Tremain</i> , by Esther Forbes	840
<i>Ramona Quimby, Age 8</i> , by Beverly Cleary	860
<i>The Fellowship of the Ring</i> , by J.R.R. Tolkien	860
<i>The Cay</i> , by Theodore Taylor	860
<i>Pippi Longstocking</i> , by Astrid Lindgren	870
<i>The Hundred Dresses</i> , by Eleanor Estes	870
<i>Dragonwings</i> , by Laurence Yep	870
<i>Jacob Have I Loved</i> , by Katherine Paterson	880
<i>Shiloh</i> , by Phyllis Reynolds Naylor	890
<i>Caddie Woodlawn</i> , by Carol Ryrie Brink	890
<i>Old Yeller</i> , by Fred Gipson	910
<i>Roll of Thunder, Hear My Cry</i> , by Mildred D. Taylor	920
<i>The Dark Is Rising</i> , by Susan Cooper	920

<i>The Lion, the Witch, and the Wardrobe</i> , by C.S. Lewis	940
<i>Bud, Not Buddy</i> , by Christopher Paul Curtis	950
<i>White Fang</i> , by Jack London	970
<i>Anne of Green Gables</i> , by Lucy Maud Montgomery	990
<i>The Door in the Wall</i> , by Marguerite de Angeli	990
<i>Island of the Blue Dolphins</i> , by Scott O'Dell	1000
<i>Ben and Me</i> , by Robert Lawson	1010
<i>20,000 Leagues Under the Sea</i> , by Jules Verne	1030
<i>Hound of the Baskervilles</i> , by Arthur Conan Doyle	1090
<i>Across Five Aprils</i> , by Irene Hunt	1100
<i>Catherine, Called Birdy</i> , by Karen Cushman	1170
<i>War of the Worlds</i> , by H.G. Wells	1170
<i>Swiss Family Robinson</i> , by Johann Wyss	1260
<i>The Incredible Journey</i> , by Sheila Burnford	1320

NOTE: List subject to change.

Additional Materials

Students choose four novels from the following list to read over the course of the school year (NOTE: These commonly available books are not supplied by K¹²):

- A Lion to Guard Us*
- Stone Fox*
- Sarah, Plain and Tall*
- Henry Huggins*
- Charlotte's Web*
- Anastasia Krupnik*
- Li Lun, Lad of Courage*
- In the Year of the Boar and Jackie Robinson*
- Little House on the Prairie*
- The Book of Three*
- Tuck Everlasting*
- The Sign of the Beaver*
- The Cricket in Times Square*
- Mrs. Frisby and the Rats of NIMH*
- My Side of the Mountain*
- Call it Courage*
- Ramona Quimby, Age 8*
- Pippi Longstocking*
- The Hundred Dresses*
- Shiloh*
- Caddie Woodlawn*
- The Lion, the Witch and the Wardrobe*
- Anne of Green Gables*
- The Door in the Wall*
- Ben and Me*

NOTE: List subject to change.