

5<sup>th</sup> Grade Language Arts students at St. Patrick's will continue to increase communication skills used in learning activities and will use a variety of resources to prepare presentations. Students will plan, write, revise, & finalize writings with a minimum 2-page written format in order to describe, explain, compare & contrast, entertain, and persuade readers. Additionally, students will present in and out of the classroom setting. Students will continue to develop an appreciation for literature by engaging themselves with a variety of genres. Students will write works relating to the readings covered in and outside of the classroom. Students will identify the 6 Traits of Writing in other's works and incorporate them in to their own original writings.

**Reading**

|                    | <b>Standards/Goals</b>  | <b>Instructional Tools</b>  | <b>Assessment Tools</b>                                   |
|--------------------|---|---|---|
| <b>5.1 Inquiry</b> | Students will investigate & interpret information.  | Technology<br>Unit Reading textbook   | Presentations<br>Essays<br>Tests<br>Daily Work<br>Logs    |
|                    | Students will use vocabulary strategies correctly to identify unknown words & words in context. | Group reading<br>Silent reading<br>Classroom vocabulary instruction<br>Class novel sets | Weekly Voc.<br>Quizzes<br>Daily work<br>End of Unit Tests |
|                    | Students will evaluate information for relevance and accuracy.                                  | Unit Reading Textbook<br>Encyclopedias<br>Newspapers<br>Web Pages<br>Class Novel Sets   | Oral Discussions<br>Daily Work<br>Essays                  |

|                                 | <u>Standards/Goals</u>  | <u>Instructional Tools</u>  | <u>Assessment Tools</u>   |
|---------------------------------|---|---|---|
| <b>5.2</b><br><b>Connection</b> | Students will identify, explore, & explain relationships and meaning.   | Group reading<br>Reports<br>Class novel sets<br>Technology                  | Essay Tests<br>Essays<br>End of Unit Tests<br>Presentations<br>Logs |
|                                 | Students will demonstrate comprehension of a variety of literary forms. | Classroom novel sets<br>Unit Reading textbook                               | Daily Work<br>Essay Tests<br>Essays<br>Presentations                |
|                                 | Students will identify literary elements in selections read.            | Classroom novel sets<br>Unit Reading textbook                               | Essay Tests<br>Essays<br>End of Unit Tests<br>Daily work<br>Logs    |
|                                 | Students will recognize authors' purposes, themes, & points of view.    | Group discussions<br>Classroom novel sets<br>Unit Reading textbook          | Essay Tests<br>Essays<br>End of Unit tests<br>Daily Work<br>Logs    |
|                                 | Students will scan & skim to locate main idea & specific details.       | Group Discussions<br>Classroom Novel Sets<br>Unit Reading Textbooks<br>Logs | Participation<br>Essay Tests<br>Logs<br>End of Unit Tests           |
|                                 | Students will make inferences and predictions                           | Group Discussions<br>Classroom Novel Sets<br>Unit Reading Textbooks<br>Logs | Participation<br>Essay Tests<br>Logs<br>End of Unit Tests           |

|                                   | <u>Standards/Goals</u>   | <u>Instructional Tools</u>   | <u>Assessment Tools</u>  |
|-----------------------------------|--|--|--|
| <b>5.3</b><br><b>Structure</b>    | Students will locate information to support opinions, predictions, and conclusions.  | Classroom novel sets<br>Group Discussions<br>Unit Reading Textbook | Essay Tests<br>Essays<br>End of Unit tests<br>Daily Work                                   |
|                                   | Students will identify and classify different types of text: historical fiction, novels, legend, myth, fantasy, and different kinds of poetry. | Classroom Novel sets<br>Group Discussions<br>Unit Reading Textbook | Essay Tests<br>Essays<br>End of Unit Tests<br>Daily Work                                   |
|                                   | Students will apply knowledge of structures, elements, and literature techniques to analyze fiction.   | Classroom novel sets<br>Group Discussions<br>Unit Reading Textbook | Essay Tests<br>Essays<br>End of Unit tests<br>Daily Work                                   |
| <b>5.4</b><br><b>Perspectives</b> | Students will recognize authors' purposes, themes, & points of view.   | Group Discussions<br>Classroom Novel Sets<br>Unit Reading Textbook | Essay Tests<br>Essays<br>End of Unit Tests<br>Daily Work<br>Logs<br>Summaries<br>Critiques |
| <b>Writing</b>                    |  |  |  |

|                                 | <b><u>Standards/Goals</u></b>  | <b><u>Instructional Tools</u></b>   | <b><u>Assessment Tools</u></b>   |
|---------------------------------|--|---|--|
| <b>5.1</b><br><b>Inquiry</b>    | Students will implement planning strategies for various writing assignments.                                     | Graphic Organizers<br>Peer Editing  | Essays<br>Critiques<br>Summaries<br>Reports  |
|                                 | Students will research using various methods: library, references tools, Internet, etc.                          | Internet Instruction<br>Library Instruction<br>Notes<br>Reading Unit Textbook<br>Classroom Novel Sets | Essays<br>Reports<br>Presentations   |
|                                 | Students will develop notes that include important concepts, summaries, & identification of information sources. | Internet Instruction<br>Library Instruction<br>Notes<br>Reading Unit Textbook<br>Classroom Novel Sets | Daily Work<br>Summaries<br>Critiques   |
| <b>5.2</b><br><b>Connection</b> | Students will write for a variety of purposes.   | Group Discussions<br>Cooperative Writing assignments<br>Journals                                      | Daily work<br>Essays<br>Journals<br>Critiques<br>Summaries<br>Young Author<br>Writing Program<br>Saint Wax<br>Museum<br>Research papers<br>Presentations |

|                                | <u>Standards/Goals</u>  | <u>Instructional Tools</u>                                      | <u>Assessment Tools</u>  |
|--------------------------------|---|---|--|
| <b>5.3</b><br><b>Structure</b> | Students will organize information.   | Graphic Organizers<br>Teacher Instruction                       | Daily Work<br>Critiques<br>Summaries<br>Reports<br>Essays                              |
|                                | Students will use effective vocabulary & sentence structure   | Daily Vocabulary<br>Journals<br>Writing Prompts                 | Daily Work<br>Journals<br>Critiques<br>Summaries<br>Essays<br>Reports<br>Presentations |
|                                | Students will recognize the 6 Traits of Writing in others' work and incorporate them into their own original writing. | Notes<br>Classroom Novel Sets<br>Group Discussion               | Essay tests<br>Essays<br>Presentations<br>Critiques<br>Summaries<br>Reports            |
|                                | Students will revise conventions in peer work as well as in their own writings.                                       | Notes<br>Peer Papers  | Essays<br>Daily Work   |
|                                | Students will parse words.  | Daily Notes<br>Vocabulary<br>Novels                             | Daily Vocab.<br>Review<br>Weekly Quizzes<br>End of Unit Tests<br>Essays                |
|                                | Students will utilize the parts of speech effectively in written & oral formats.                                      | Notes<br>Essay prompts<br>Classroom Novel Sets                  | Parsing Exercises<br>Daily Vocabulary<br>Weekly Quizzes                                |
|                                | Students will cite resources.   | Research Instruction<br>Library Instruction<br>MLA Citing Notes | Daily Work<br>Essays<br>Presentations<br>Reports                                       |

|                                   | <u>Standards/Goals</u>   | <u>Instructional Tools</u>                | <u>Assessment Tools</u>   |
|-----------------------------------|--|---|---|
| <b>5.4</b><br><b>Perspectives</b> | Students will write using standard English conventions for sentence structure and usage. | Notes<br>Essay prompts<br>Flippers        | Daily Work<br>Essays<br>Presentations<br>Reports<br>Parsing Exercises<br>Daily Vocabulary<br>Weekly Quizzes |
|                                   | Students will select and narrow an appropriate topic.                                    | Logs<br>Class Novel Sets<br>Essay Prompts | Daily Work<br>Essays<br>Presentations<br>Reports  |

### Speaking/Listening

|                              | <u>Standards/Goals</u>   | <u>Instructional Tools</u>                         | <u>Assessment Tools</u>                      |
|------------------------------|--|--|--|
| <b>5.1</b><br><b>Inquiry</b> | Students will participate in group discussions by asking questions and contributing information and ideas. | Group Participation<br>Prompts<br>Class Novel Sets | Participation<br>Presentations<br>Group Work |
|                              | Students will apply information gained and complete tasks through listening.                               | DWP Instruction<br>Notes<br>Group Participation    | Participation<br>Presentations<br>Group Work |
|                              | Students will ask for clarification when messages do not make sense.                                       | DWP Instruction<br>Notes<br>Group Participation    | Participation<br>Presentations<br>Group Work |

|                                   | <b>Standards/Goals</b>  | <b>Instructional Tools</b>  | <b>Assessment Tools</b>                       |
|-----------------------------------|---|---|---|
| <b>5.2</b><br><b>Connection</b>   | Students will participate in and contribute to discussions across the curriculum.             | Group Participation<br>Prompts  | Participation<br>Presentations<br>Group Work  |
|                                   | Students will use subject-related vocabulary in discussions.                                  | Group Participation<br>Prompts<br>Class Novel Sets  | Participation<br>Presentations<br>Group Work  |
| <b>5.3</b><br><b>Structure</b>    | Students will practice rules for group discussions and take leadership and participant roles. | Group Participation<br>Prompts<br>Class Novel Sets  | Participation<br>Presentations<br>Group Work  |
| <b>5.4</b><br><b>Perspectives</b> | Students will read aloud clearly and distinctly.  | Group Participation<br>Class Novel Sets<br>Reading Textbooks<br>Reading Across the Curriculum | Daily Effort<br>Fluency<br>Pace<br>Inflection |
|                                   | Students will deliver organized oral presentations.   | Provided Prompts<br>Syllabus<br>Project Guidelines  | Presentations<br>Group Work<br>Daily Work     |
|                                   | Students will cite sources when speaking.   | Provided Prompts<br>Syllabus<br>Project Guidelines  | Presentations<br>Group Work<br>Daily Work     |

Literature used in the 5<sup>th</sup> grade reading program can include (but will not be limited to) the following: Bud, Not Buddy by Christopher Paul Curtis, Chasing Redbird by Sharon Creech, Everything on a Waffle by Polly Horvath, The Fighting Ground by Avi, Gathering Blue by Lois Lowry, Holes by Louis Sachar, The Kidnappers by Willo Davis Roberts, The Liberation of Gabriel King by K.L. Going, Loser by Jerry Spinelli, Many Thousand Gone by Virginia Hamilton, Maniac Magee by Jerry Spinelli, My Brother Sam is Dead by Collins & Collins, My Friend Flicka by Mary O'Hara, Old Yeller by Fred Gipson, The Secret Garden by Frances Hodgson Burnett, and Souder by William H. Armstrong. Annual nominees for the Golden Sower Award will be read as a part of the 5<sup>th</sup> grade read-aloud program.