

Language Arts Grade 5

<b>Text:</b>	God’s Gift of Language B--ABeka; Vocabulary Workshop—Sadlier Oxford; a variety of novels
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<b>Supplemental Materials:</b>	Writers Express—Houghton Mifflin;
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<b>Course Description:</b>	Language Arts Grade 5 is designed to: strengthen reading comprehension, to stimulate an interest in reading and writing for pleasure; to improve the writing skills of students, developing an awareness of audience and purpose; to incorporate technology as a means to produce work and a valuable resource for research; to increase vocabulary and dictionary skills; to enhance decoding and word study skills, while instilling appreciation for the dynamic nature of language; to become more effective oral communicators. The goals of Language Arts Grade 5 include but are not limited to help students appreciate the effective and appropriate use of the English language as they encounter it in their reading and as they use it as a tool to express their thoughts and ideas through speech and writing, to help develop the students understanding of new words and use them correctly throughout the fifth grade curriculum, to use correctly grammar and punctuation rules to create a document to be shared with others.
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<b>Methods of Evaluation:</b>	Students can be evaluated through tests, quizzes, daily practice sets, homework problem sets, and/or any other form of evaluation instrument the instructor finds applicable to the course.
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<b>Pace of Instruction:</b>	<p>First Semester:</p> <ul style="list-style-type: none"> <li>I. Vocabulary and Spelling             <ul style="list-style-type: none"> <li>A. Units 1-15 Words to Go; 15 word lessons</li> </ul> </li> <li>II. Grammar Review             <ul style="list-style-type: none"> <li>A. Nouns, Pronouns, Verbs</li> <li>B. Negatives/Appositives</li> <li>C. Clauses/Phrases</li> <li>D. Direct/Indirect Object</li> </ul> </li> <li>III. Writing             <ul style="list-style-type: none"> <li>A. Writing Paragraphs</li> <li>B. Expository, Narrative, and Persuasive Writing</li> <li>C. Power Writing</li> <li>D. Writing Process</li> </ul> </li> </ul> <p>Second Semester:</p> <ul style="list-style-type: none"> <li>I. Vocabulary and Spelling             <ul style="list-style-type: none"> <li>A. Units 16-30 Words to Go; 15 word lessons</li> </ul> </li> <li>II. Writing             <ul style="list-style-type: none"> <li>A. The Research Process                 <ul style="list-style-type: none"> <li>1. Statement of Purpose</li> <li>2. Factual/Interpretive Questioning</li> <li>3. Source Cards/Note Cards</li> <li>4. Data Collection</li> </ul> </li> </ul> </li> </ul>
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	<p style="text-align: center;">5. Outlining 6. Citation</p> <p>III. Grammar Review</p> <ul style="list-style-type: none"> <li>A. Effective Sentence Writing</li> <li>B. Subject/Verb Agreement</li> <li>C. Verbals: Gerunds, Participles, and Infinitives</li> <li>D. Subject/Verb Agreement</li> <li>E. Adjectives, Adverbs</li> <li>F. Sentence Structure/Types</li> <li>G. Capitalization/Punctuation</li> <li>H. Parts of Speech (Review)</li> </ul>
<p><b>Course Objectives:</b></p>	<p>At the end of the course students should be able to:</p> <p>(Reading)</p> <ol style="list-style-type: none"> <li>1. Identify and analyze the structural elements particular to dramatic literature in the plays read, viewed, written, and performed.</li> <li>2. Identify imagery, figurative language, rhythm, or flow when responding to literature.</li> <li>3. Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry.</li> <li>4. Make judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.</li> <li>5. Identify common structures and stylist elements (e.g. hyperbole, refrain, simile) in traditional literature.</li> <li>6. Use textual and graphic features to acquire information from informational texts.</li> <li>7. Identify and use knowledge of common organizational structures (e.g. chronological order, logical order, cause and effect, classification schemes).</li> <li>8. Distinguish cause from effect in context.</li> <li>9. Relate new information to prior knowledge and experience and makes connections to related topics or information.</li> <li>10. Reads at least thirty books or book equivalents (approximately 1,000,000 words) each year.</li> <li>11. Use context clues to determine the meaning of unfamiliar words.</li> <li>12. Determine pronunciations, meanings, alternate word choices, and parts of speech words using dictionaries and thesauruses.</li> <li>13. Identify and apply the meaning of the terms antonym, synonym, and homophone.</li> <li>14. Use letter-sound knowledge to decode written English and use a range of cueing systems (e.g. phonics and context clues) to determine</li> </ol>

pronunciation and meaning.

15. Use self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies).

16. Read with a rhythm, flow, and meter that sound like everyday speech (prosody)

(Language Arts)

17. Identify, write and punctuate the four types of sentences.

18. Identify simple, complete and compound subjects and predicates.

19. Identify and write simple and compound sentences.

20. Understand and follow rules for capitalization and punctuation.

21. Use abbreviations for titles, streets, states, days, and months.

22. Identify and correctly use the eight parts of speech.

23. Identify and use subjects and verbs that agree.

24. Identify and correctly use subject and object pronouns.

25. Understand and use degrees of comparison of adjectives and adverbs.

26. Use modifiers well and good correctly.

(Writing)

27. Research/write an attribute of God.

28. Answer the questions Who, What, Where, When, Why, and How in a research paper.

29. Create annotated bibliographies for reports.

30. Write speeches in the first person.

31. Compose friendly letters.

32. Use appropriate organizational structures to convey information and ensure coherence.

33. Demonstrate competence in a variety of genres: narrative writing, informational writing, response to literature, and persuasive essay.