**Curriculum**

**5th Grade Literacy**

**Course Overview**

The **reading** curriculum offers a full range of vocabulary, comprehension, study skills, listening, and speaking activities. Children read stories, poems, plays, folk tales, biographies, true to life narratives and full‐length novels. Our reading program, our multiple copies literature collection, the classroom library collections, and the school library collection are continuously maintained to encourage children to read about a broad spectrum of ethnic, social, and cultural situations and help them understand the common humanity of the world community past and present. Reading skills are strengthened and reinforced in all of the subject areas. Children are encouraged to read independently for their own enjoyment in addition to daily home reading, book sharing, reading journals, and other book related projects.

To complement the reading curriculum, a full range of **written and spoken communication skills**, collectively described as language arts, are also taught.Spelling, composition, expressive writing, grammar, and handwriting have aprominent place in the weekly schedule (at least one period daily).The basic skills learned in language arts are applied and practiced in othersubject areas. (For example, the skills of outlining and note taking would be usedin history lessons.) Speaking and listening skills are reinforced, largely throughoral presentations in class and at regular assemblies.

The fifth grade place great emphasis on **process writing**. The children write every day, if possible, and share their pieces—in all drafts—with peers and teacher. Selected works may be published and shared with classmates. Throughout this process, the focus is on the “child as author,” and writing development is steady. Mini lessons and editing work focus attention on grammar, spelling and punctuation skills. There is carry‐over into other subject areas as children progress in their writing throughout the year.

**Department Standards**

Students will:

1. develop critical thinking skills that will encourage them to make connections between literature and both their own lives and other academic disciplines;
2. develop an appreciation for literature through the comprehension and analysis of various genres;
3. communicate their understanding and ideas effectively in a variety of written forms;
4. articulate organized ideas through a variety of oral activities;
5. expand and strengthen their vocabularies to enhance their ability to understand and communicate;
6. and learn and apply the standard conventions of the English language in both speaking and writing.

**Benchmarks**:

Fifth grade students will:

1. engage in research involving critical thinking skills (1)

2. construct meaning from sayings and phrases (1)

3. develop an understanding and appreciation of poetry, fiction, drama, and famous speeches (2)

4. engage in creative writing (3)

5. expand their vocabulary. (5)

6. understand grammar and word usage (6)

**Performance Indicators**

**(Benchmark 1)**

Students will:

• understand what a complete sentence is, identify subject and

predicate, correct fragments and run‐ons

• Identify subject and verb in a sentence and understand that they must

agree.

• Know the following parts of speech and how they are used: nouns, verbs

(action verbs and auxiliary verbs), adjectives (including articles), adverbs,

conjunctions, interjections

• Understand that pronouns must agree with their antecedents in case

(nominative, objective, possessive), number, and gender

• Correctly use punctuation studied in earlier grades, as well as the colon

before a list, and commas with an appositive

• Use underlining or italics for titles of books

**(Benchmark 2)**

• Know how the following prefixes and suffixes affect word meaning:

o Prefixes: anti, co, fore, il, ir, inter, mid, post, semi

o Suffixes: ist, ish, ness, tion, sion

• Understand the following poetic terms: onomatopoeia and alliteration

• Understand the use of a pen name (pseudonym)

• Understand the literal and figurative language: imagery, metaphor and

simile, symbol, personification

• Understand the following dramatic terms: tragedy and comedy, act, scene,

Globe Theatre

**(Benchmark 3)**

• Read and become familiar with the poems from the book *Listen My*

*Children*, Grade 5

**(Benchmark 4)**

• Read to understand the following books: *The Adventures of Tom Sawyer*,

episodes from *Don Quixote*, *Little Women* (first part), *Narrative of the life*

*of Frederick Douglass*, *The Secret Garden*, and the Tales of Sherlock

Holmes, including “The Red‐Headed League”

• Read to understand the play, *A Midsummer Night’s Dream* (William

Shakespeare)

• Read to understand the following legends, A Tale of Oki Islands, Morning

Star and Scarface: the Sun Dance, American Indian trickster stories, such

as tales of Coyote, Raven, or Grandmother Spider

**(Benchmark 5)**

• Read to understand Abraham Lincoln’s “The Gettysburg Address”

• Read to understand Chief Joseph’s “I will fight no more forever”

**(Benchmark 6)**

• Understand the following sayings and phrases:

 Birthday suit

 Bite the hand that feeds you

 Chip on your shoulder

 Count your blessings

 Eat crow

 Eleventh hour

 Eureka

 Every cloud has a silver lining

 Few and far between

 Forty winks

 The grass is always greener on the other side of the hill

 To kill two birds with one stone

 Lock, stock, and barrel

 Make a mountain out of a molehill

 A miss is as good as a mile

 It’s never too late to mend

 Out of the frying pan and into the fire

 A penny saved is a penny earned

 Read between the lines

 Sit on the fence

 Steal his/her thunder

 Take the bull by the horns

 Till the cows come home

 Time heals all wounds

 Tom, Dick, and Harry

 Vice versa

 A watched pot never boils

 Well begun is half done

 What will be will be

**(Benchmark 7)**

• Produce a variety of types of writing‐including reports, summaries,

letters, descriptions, research essays, essays that explain a process,

stories, poems‐with a coherent structure or story line.

**(Benchmark 8)**

• Know how to gather information from different sources (such as an

encyclopedia, magazines, interviews, observations, atlas, on‐line) and

write short reports synthesizing information from at least three different

sources, presenting the information in his or her own words, with

attention to the following:

• Understanding the purpose and audience of the writing

• Defining a main idea and sticking to it

• Providing an introduction and conclusion

• Organizing material in coherent paragraphs

• Illustrating points with relevant examples

• Documenting sources in a rudimentary bibliography

**Assessments**

Class Discussion

Observation

Student Recitation

Oral Reading

Individual Book Reports

Student Writing

Teacher‐made Comprehension and Vocabulary assignments

Teacher‐made Tests

Homework

Research Report Project

**Core Topics**

**1. Writing, Grammar, and Usage**

a. Writing and Research

b. Grammar and Usage

c. Vocabulary

**2. Poetry**

a. Poems

b. Terms

**3. Fiction and Drama**

a. Stories

b. Drama

c. Myths and Legends

d. Literary Terms

**4. Speeches**

**5. Sayings and Phrases**

**Specific Content**

Writing and Research

Produce a variety of types of writing-including reports, summaries, letters, descriptions, research essays, essays that explain a process, stories, poems-with a coherent structure or story line

Gather information from different sources and write short reports synthesizing information from at least three different sources, presenting the information in his or her own words, with attention to the following:

 Understanding the purpose or audience of the writing

 Defining a main idea and sticking to it

 Providing an introduction and conclusion

 Organizing material in coherent paragraphs

 Illustrating points with relevant examples

 Documenting sources in a rudimentary bibliography

Complete sentences

Subject Predicate

Subject and verb agreement

Parts of speech: nouns, verbs, (action and auxiliary), adjectives (including articles), adverbs, conjunctions, interjections,

Pronoun agreement with their antecedents in case, number and gender

Punctuation from previous grades in addition to the colon before a list, commas with appositive

Underlining or italics for titles of books

Vocabulary: Prefixes, suffixes

Poetry (see CK list)

Terms: onomatopoeia, alliteration

Stories (see CK list), Drama (*A Midsummer Night’s Dream*)

 Terms: tragedy and comedy, act, scene, Globe Theatre

Myths and legends (see Ck list)

Literary terms: Penname (pseudonym)

Literal and figurative language

 Imagery

 Metaphor and Simile

 Symbol

 Personification

Speeches

 Abraham Lincoln: The Gettysburg Address

Chief Joseph (Highh’moot Tooyalalekekt) “I will fight no more forever.”

Sayings and Phrases (see CK list)

**Resources**

*Houghton Mifflin Reading* c2006,

Houghton Mifflin *Writers Express*

*Write Source* Textbook and Workbook

*Wordly Wise* Workbook, Level II

*Scott Foresman’s Everyday Spelling* & *D’Nealian Handwriting*

Instructional Fair Inc. *Grammar,* Blackline Masters

*Writing: Teachers and Children at Work* by Donald H. Graves

Titles as listed above in the Benchmarks

Core Knowledge’s *Listen My Children*

Core Knowledge Teacher Handbook and Resource Binders Grade 5

Teacher’s Guide to the Core Classics Edition of *Selected Adventures of Sherlock*

*Holmes*

Middle School Library Reference Materials and Skills Class

Pertinent Websites

Classroom Posters

Middle School IT Lab

Fifth Grade Drama Curriculum

Classroom Reference Materials, Tradebooks, DVDs and Poetry Collections