

Language Arts Instructional Objectives Outline

GRADE 5

First Marking Period

- I. Speaking & Listening
 - A. Listening in order to draw conclusions
 - b. Contribute to group discussions

- II. Reading/Literature
 - A. Word Analysis
 - 1. Use dictionary to define unfamiliar words
 - 2. Root words, prefixes and suffixes

 - B. Comprehension
 - 1. Text organizers
 - 2. Main idea/details
 - 3. Skimming to develop overview of content
 - 4. Locating information to:
 - a. Support opinion
 - b. Make predictions
 - c. Draw conclusions

 - C. Literary response
 - 1. Fiction

- III. Writing
 - A. Organize information
 - B. Personal narrative
 - C. Use writing process

- VI. Grammar
 - A. Sentence fragments
 - B. Compound words
 - C. Conjunctions
 - D. Nominative, objective, and possessive pronouns

- V. Research & Technology
 - A. Charts, maps, and graphs

GRADE 5
Second Marking Period

- I. Speaking & Listening
 - A. Organize information for reports
 - B. Summarize information

- II. Reading/Literature
 - A. Word Analysis
 - 1. Synonyms and antonyms
 - 2. Use the thesaurus

 - B. Comprehension
 - 1. Fact and opinion
 - 2. Sequencing

 - C. Literary Response
 - 1. Non-fiction
 - 2. Characterization

- III. Writing
 - A. Descriptive essay
 - B. Compile information from various sources
 - C. Note taking

- IV. Grammar
 - A. Present and past participle
 - B. Colons in time
 - C. Subject/verb tense agreement
 - D. Troublesome verbs
 - E. Correct tense (present, past, future)

- V. Research/Technology
 - A. Access database

GRADE 5
Third Marking Period

- I. Speaking & Listening
 - A. Non-verbal communication skills
 - B. Organize content sequentially

- II. Reading/Literature
 - A. Word Analysis
 - 1. Homographs
 - 2. Word origin

 - B. Comprehension
 - 1. Comparison and contrast
 - 2. Cause and effect

 - C. Literary Response
 - 1. Poetry
 - 2. Plot
 - 3. Author's purpose
 - 4. Imagery and symbolism

- III. Writing
 - A. Expository essay

- IV. Grammar
 - A. Prepositional phrase
 - B. Modifiers
 - C. Demonstrative adjectives

- V. Research/Technology
 - A. Word processing
 - B. Database
 - C. Spreadsheet

GRADE 5
Fourth Marking Period

- I. Speaking & Listening
 - A. Deliver narratives
 - B. Deliver informational narratives

- II. Reading/Literature
 - A. Comprehension
 - 1. Prioritize information

 - B. Literary Response
 - 1. Figurative and metaphorical use of words
 - 2. Author's style
 - 3. Stated or implied theme or moral

- III. Writing
 - A. Persuasive essay

- IV. Grammar
 - A. Independent and dependent clauses

- V. Research/Technology
 - A. Word processing
 - B. Database
 - C. Spreadsheet

Grade Five

Speaking and Listening

Goal: To demonstrate an understanding of language structure by listening and responding to oral communications. The student will speak using appropriate phrasing, pitch, and stress.

By the end of fifth grade the student will

1. Listen, draw conclusions, and contribute to discussions in subject related group learning activities. **VIS # 5**
2. Organize information to present reports of group activities. **VIS # 2**
3. Summarize information, in gathered in group activities. **VIS # 5**
4. Use effective nonverbal communication skills (eye contact, gestures, facial expressions, and appropriate posture). **VIS # 4**
5. Organize content sequentially or around major ideas. **VIS # 2**
6. Use descriptive words to deliver narrative presentations that establish a situation; plot, point of view, setting, and/or conflict. **VIS # 2**
7. Deliver informative presentations about a key idea, issue, or situation. **VIS # 4**

Reading/Literature

Word Analysis

Goal: To translate letter patterns into spoken language using phonics, syllabication, and word parts, and to determine the meaning of new words encountered in reading materials.

1. Decode the meaning of unfamiliar words using context clues. **VIS # 1**
2. Apply the knowledge of roots, prefixes, and suffixes. **VIS # 1**
3. Use dictionary, thesaurus, and other word reference materials. **VIS # 1**
4. Use word origin to determine meaning of unknown words. **VIS # 1**

5. Explain frequently used grade appropriate synonyms, antonyms, and homographs. **VIS # 1**

Comprehension

Goal: To read and respond to a range of reading materials. To generate and respond to essential questions making predictions, comparing information, and use meaning clues when reading.

1. Use text organizers such as type, headings, and graphics to predict and categorize information in informational texts. **VIS # 2**
2. Locate information to support opinions, predictions and conclusions. **VIS # 2**
3. Identify and use comparison and contrast, cause and effect, and sequencing. **VIS # 3**
4. Prioritize information according to purpose of reading. **VIS # 2**
5. Distinguish facts from opinions in text. **VIS # 3**
6. Identify and use main ideas and supporting details. **VIS # 3**
7. Skim materials to develop a general overview of content to locate specific information. **VIS # 2**

Literary Response

Goal: To read and respond to a variety of different works of literature and distinguish between the structural features of the text and the literary terms or elements (theme, plot, setting, characters).

1. Explain the figurative use of words in context. **VIS # 2**
2. Demonstrate comprehension of a variety of literary forms including fiction, nonfiction, and poetry. **VIS # 2**
3. Describe character development in fiction and poetry. **VIS # 2**
4. Describe the development of plot, and explain how conflicts are resolved. **VIS # 2**

5. Describe how the author's choice of vocabulary and style contribute to the quality and enjoyment of the selection. **VIS # 2**
6. Contrast the actions, motives, and appearance of characters in a work of fiction and discuss the importance of contrast and theme. **VIS # 2**
7. Apply a knowledge of theme to determine whether the meaning or moral of a selection is stated or implied. **VIS # 2**
8. Identify and define figurative language in literary works, including simile, metaphor, and personification. **VIS # 2**

Writing

Goal: To write clear and coherent sentences, paragraphs, stories, letters, and simple explanations. Students will edit final copies.

1. Write descriptive, expository, and persuasive essays. **VIS # 3**
2. Choose strategies for various writing purposes. **VIS # 3**
3. Organize information. **VIS # 2**
4. Synthesize information from a variety of resources. **VIS # 2**
5. Use vocabulary effectively. **VIS # 3**
6. Vary sentence structure. **VIS # 3**
7. Revise writing for clarity. **VIS # 3**
8. Edit final draft for grammar, capitalization, spelling, and punctuation, with emphasis on the use of possessives and quotation marks. **VIS # 3**
9. Skim materials to develop a general overview of content and to locate specific information. **VIS # 2**
10. Develop notes that include important concepts, paraphrases, summaries, and identification of information. **VIS # 2**

Grammar

Goal: To use standard English conventions in oral and written communications. Student will edit final copies for grammar, capitalization, punctuation, and spelling.

1. Identify and correctly use troublesome verbs (lie/lay). **VIS # 2**
2. Identify and correctly use modifiers. **VIS # 3**
3. Identify and correctly use nominative, objective, and possessive pronouns. **VIS # 3**
4. Identify and correctly use prepositional phrases. **VIS # 3**
5. Identify and correctly use compound words. **VIS # 3**
6. Identify and correctly use conjunctions. **VIS # 3**
7. Use colons to separate hours and minutes. **VIS # 3**
8. Correctly use this, that, these, those. **VIS # 3**
9. Identify and use verbs in present, past, and past participle. **VIS # 3**
10. Use correct subject-verb agreement. **VIS # 3**
11. Use correct tense agreement. **VIS # 3**
12. Identify and correct sentence fragments. **VIS # 3**

Research/Technology

Goal: To explore the use of available technology and locate information in reference materials.

1. Organize and record information on charts, maps, and graphs.
2. Use available electronic databases to access information.
3. Create documents using word processing and simple databases and spreadsheets.