Havre Public Schools English Language Arts 5th Grade

Course Information:

Grade Level: 5

Length: Full Year

Essential Understanding: In 5th grade, students will be exposed to many topics. Overall, they should be able to read and understand fifth grade level fiction and nonfiction texts. When doing this, they should be able to use decoding skills in order to read fluently. In their writing, they should be able to spell grade-level words correctly, use conventions, peer edit, and use computers to publish a variety of writing genres. They will also be able to discuss and collaborate with peers.

Course Objectives:

1. Literary skills will be utilized such as: compare and contrast, summarize, fact and opinion, main ideas and details, point of view, drawing inferences, and identifying story elements (plot, theme, setting, and character).
2. Learn and analyze figurative language: similes, metaphors, idioms, adages, and proverbs.
3. Use and analyze multiple texts and visual sources.
4. Read fifth grade texts including drama and poetry with grade level fluency.
5. Grade level vocabulary will be studied in conjunction with learning synonyms, antonyms, and homographs. Determining meanings of words based on context will also be included.
6. Use appropriate evidence and quote accurately from text to support an opinion.
7. Learn conventions with focus on: verb tense, interjections, prepositions, punctuation, and clauses, titles of text, and grade level spelling.
8. Write a variety of sentences and sentence styles.
9. Write for a variety of purposes, such as: summaries, narratives, informative pieces, opinion pieces, and short research projects. Include text citation and use several sources including own experiences.
10. Students will be able to use speech for a variety of purposes: oral reports, discussions, oral summarization, and differentiate speech for different report styles.

Student Objectives:

1. I can use literary skill sets (compare and contrast, summarize, fact and opinion, main ideas and details, point of view, drawing inferences, and identifying story elements).
2. I can learn and analyze figurative language.
3. I can use and analyze multiple sources.
4. I can read fifth grade level texts fluently.
5. I can determine meaning of words.
6. I can quote accurately from text and use it to prove a point.
7. I can write using proper conventions.
8. I can write a variety of sentences.

L.5.19. I can write for a variety of reasons.
10. I can use speech for different purposes.

Pacing Guide and Timeline with Standard Included:

- Spelling (L 5.1 and 5.2) and Vocabulary (L 5.4 and 5.6) coordinate with Reading Street story and are ongoing.
- As well as reading (RL 5.10 and RI 5.10) and fluency and comprehension (RF 5.3 and RF 5.4).
- Writing 5.4, 5.5, 5.10 are ongoing skills used each time we write a piece of work.

Montana Content Standards:

Reading Standards for Literature (RL.5)

Key Ideas and Details

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text and include texts by and about American Indians.

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described, including perspectives of American Indians.

Integration of Knowledge and Ideas

RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories including traditional and contemporary stories by and about American Indians) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently

Reading Standards for Informational Text (RI.5)

Key Ideas and Details

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text and include texts by and about American Indians.

Craft and Structure

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6 Analyze multiple accounts of the same event or topic, including those of historical and contemporary American Indian events and topics, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading Standards: Foundational Skills (RF.5)

Phonics and Word Recognition

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.5.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

RF.5.4.a Read on-level text with purpose and understanding.

RF.5.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards (W.5)

Text Types and Purposes

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

W.5.1.b Provide logically ordered reasons that are supported by facts and details.

W.5.1.c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.1.d Provide a concluding statement or section related to the opinion presented.

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.2.e Provide a concluding statement or section related to the information or explanation presented.

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.5.3.e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and include sources and/or topics by and about American Indians.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9.a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

W.5.9.b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing

W.5.10 Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards (SL.5)

Comprehension and Collaboration

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and include sources by and about American Indians.

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Conventions of Standard English

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

L.5.1.c Use verb tense to convey various times, sequences, states, and conditions.

L.5.1.d Recognize and correct inappropriate shifts in verb tense.

L.5.1.e Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2.a Use punctuation to separate items in a series.

L.5.2.b Use a comma to separate an introductory element from the rest of the sentence.

L.5.2.c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works.

L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.5.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.5.a Interpret figurative language, including similes and metaphors, in context.

L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

L.5.7

***Pacing Guides, Timelines and Resources will be completed when new materials arrive.**