

Course Syllabus

Language Arts, Grade 5

Grade 5 Language Arts, Final
Guardian Angels School

The ITBS Form A- Survey for reading and language arts measures the skills and achievement of students.

The Standards for the English Language Arts center around three core beliefs:

* "First, Guardian Angels School believes that standards are needed to prepare students for the literacy requirements of the future as well as the present. Changes in technology and society have altered and will continue to alter the ways in which we use language to communicate and to think. Students must be prepared to meet these demands."

* "Second, we believe that standards can articulate a shared vision of what the nation's teachers, literacy researchers, teacher educators, parents, and others expect students to attain in the English language arts, and what we can do to ensure that this vision is realized."

* "Third, we believe that standards are necessary to promote high educational expectations for all students and to bridge the documented disparities that exist in educational opportunities. Standards can help us ensure that all students become informed citizens and participate fully in society."

In Language Arts, students concentrate on reading operations, writing, speaking, and listening. Students engage in projects which require them to apply language arts skills in real world contexts.

In this course students explore the world of reading, writing, speaking, and listening. Students engage in activities which require them to apply their knowledge of language structure by editing for language mechanics, usage, and cohesiveness. Course work includes working independently and in groups to complete projects, learning study and organizational skills, incorporating an increasing vocabulary to speaking and writing, applying word structure and context analysis to define words, demonstrating the writing process, and identifying and extending patterns found in written and spoken language. The course emphasizes the need for students to construct meaning from, and respond to, oral communication and reading selections, and to express ideas and opinions to others through speaking, writing, and drawings.

The Standards for the English Language Arts provide

twelve standards that are "intended to serve as guidelines that provide ample room for the kinds of innovation and creativity that are essential to teaching and learning.

Genres

The Genres Unit includes identifying and comparing key characteristics of literary genres, as designated by a work's subject, theme, style, and time period. Some examples of genres are science fiction, poetry, drama, British literature, and multicultural literature.

- The learner will be able to make connections among sources, authors, and daily experiences by synthesizing information read in three entries of a particular resource (newspapers, magazines, books) and judging the information on specific criteria (set by teacher and/or student) such as the value of the information, how well the authors of the sources made and substantiated their points, etc.
- The learner will be able to recognize and apply narrative patterns.
- The learner will be able to analyze short stories.

Language Expressions

The Language Expressions Unit focuses on language conventions, structure, usage, and language study. It also addresses parts of speech, figures of speech, syntax, paragraph and sentence structure, word agreement, modifiers, and grammar.

- The learner will be able to define and interpret idioms.
- The learner will be able to combine a series of sentences by adding a phrase or clause, using conjunctions for smooth transitions, and using compound predicates, subjects, and objects.
- The learner will be able to recognize and correct errors in language expression.
- The learner will be able to show an understanding of similes by reading sentences and choosing the best similes for the underlined words or phrases.

Course Syllabus

Language Arts, Grade 5

Grade 5 Language Arts, Final
Guardian Angels School

- The learner will be able to interpret metaphors and show an understanding of how they are used in comparisons.
- The learner will be able to demonstrate standard language usage.
- The learner will be able to edit a series of sentences for double negatives, verb forms, subject-verb agreement, redundancies, and clarity.
- The learner will be able to correctly use conjunctions in a sentence.

Language Mechanics

The Language Mechanics Unit includes comprehending and applying the rules that govern punctuation and capitalization when writing and editing written works.

- The learner will be able to use periods (in abbreviations and at the end of sentences), question marks, exclamation marks, commas (in letter openings/closings, dates, between cities and states, and with direct quotes), and apostrophes (possessives and contractions).
- The learner will be able to edit sentences for the correct use of commas and show an understanding of how commas alter meaning.
- The learner will be able to identify the correct punctuation.
- The learner will be able to apply knowledge of capitalization rules by identifying the correct capitalization required to complete a given sentence.
- The learner will be able to use capitalization correctly.

Listening

The Listening Unit includes identifying and distinguishing between sounds and patterns in sounds, constructing meaning from information delivered verbally, and understanding and responding to verbal information.

- The learner will be able to summarize oral presentations given by others, and respond appropriately to another by paraphrasing their point of view and providing counterpoints.
- The learner will be able to critique a speaker for speech content (ideas selected for speech, organization of ideas, facts and opinions given as support, appropriateness of topic for given audience).
- The learner will be able to formulate questions which require a speaker to clarify meaning, analyze, and synthesize information.
- The learner will be able to draw a conclusion from underlying relationships.
- The learner will be able to distinguish between relevant and irrelevant details in an orally read passage.
- The learner will be able to identify the main idea in an orally read passage.
- The learner will be able to understand basic informational concepts.
- The learner will be able to make inferences from an orally read passage.

Reading Operations

The Reading Operations Unit includes constructing meaning from fiction and non-fiction selections at comprehension, application, analysis, synthesis, and judgment levels of understanding. It includes skills which address identifying, discussing, and comparing both concrete and abstract elements of selections (setting, plot, characterization, genre, historical period, theme, tone, moral message, and psychological and political implications)

- The learner will be able to add new details, characters, or a new ending, to a short story. The additions should reflect a familiarity with the story and be consistent with the story in some way (style, theme, etc.).
- The learner will be able to read a grade level appropriate story and demonstrate comprehension of the story by taking one element (a character, the setting, a theme) and writing an original story which develops and elaborates on the element by placing it in a new

Course Syllabus

Language Arts, Grade 5

Grade 5 Language Arts, Final
Guardian Angels School

scenario. (e.g., Write an original story which captures the themes of maturity, personal growth, rites of passage, and becoming an adult from a young adult literary selection.) The student must identify the element, explore it, and capture it in an original piece. The student should also write a reflection piece which explains why specific creative decisions were made in writing the original story.

- The learner will be able to develop methods for self-checking comprehension (rereading, self-questioning, skimming, responding in writing, summarizing, listing events in sequential order, separating causes/effects and facts/opinions, and thinking about the logical next steps, words, events of a story).
- The learner will be able to interpret a variety of reading materials.
- The learner will be able to analyze and discuss cause and effect, fact and opinion, propaganda, and assumptions in literature, in small group settings, and in written responses.
- The learner will be able to read and interpret selections of fiction and nonfiction, and be able to make inferences, draw conclusions, and judge the selections on a given set of criteria.
- The learner will be able to consider book titles, chapter titles, illustrations, and prior exposure (to topics, genres, authors, time periods, etc.) as clues to constructing meaning.
- The learner will be able to keep a reading response log which includes sections for detailing events, and for providing an emotional and/or intellectual reaction to story elements. Such a log should be referred to by the student as a measure of the student's growth as a reader, for topics for group discussions, and as a way to become an engaged reader.
- The learner will be able to write a brief response to a short passage which addresses the necessary points and details and shows an understanding of the passage.

- The learner will be able to identify the implied main idea of a given passage.
- The learner will be able to demonstrate the ability to predict the outcome of a given nonfiction passage (using details from the text to justify an outcome).
- The learner will be able to understand facts in a reading selection.
- The learner will be able to distinguish between fact and opinion.
- The learner will be able to read a given passage and summarize the main ideas, facts, and details of the passage.
- The learner will be able to find contrasts with passage elements.
- The learner will be able to make inferences about the elements of a story.
- The learner will be able to determine the source of a piece of text.
- The learner will be able to identify the time structure of a reading passage.
- The learner will be able to develop generalizations about short stories.

Speaking

The Speaking Unit focuses on techniques and strategies (voice modulation, body language, ordering of ideas, visual aids, etc.) to convey meaning and to present information and opinions to groups. This unit includes formal and informal communication, debate skills, and verbal/nonverbal communication.

- The learner will be able to present information to a group in a panel, speech, interview, or dramatization format using body language, eye contact, effective word choices and sentence construction, voice modulation, timing, and precise pronunciation to communicate.

Course Syllabus

Language Arts, Grade 5

Grade 5 Language Arts, Final
Guardian Angels School

- The learner will be able to orally retell or summarize a story.

Spelling

The Spelling Unit includes studying language and word structure knowledge to discern the correct spelling of words. It includes skills related to editing passages for correct spelling by making connections between spelling, meaning, and structure.

- The learner will be able to analyze a series of words and identify which word is spelled incorrectly.
- The learner will be able to edit for spelling using context clues, affixes, base words, and other spelling patterns, and make connections between word etymology, spelling, and meaning.
- The learner will be able to review sentences for the appropriate use and correct spelling of homophones.
- The learner will be able to develop a study method for learning how to spell new words (such as keeping a log of words misspelled frequently).
- The learner will be able to correctly use and spell diphthongs.
- The learner will be able to correctly substitute vowel digraphs for diphthong sounds.
- The learner will be able to correctly spell words where an affix may or may not change the spelling of the root word.
- The learner will be able to correctly spell words whose sounds have multiple letter representations (graphemes).
- The learner will be able to choose a word that best completes a sentence and is spelled correctly.
- The learner will be able to correctly write words with irregular spelling.
- The learner will be able to spell words correctly.

- The learner will be able to correctly spell words which have a suffix.

Study and Research Skills

The Study and Research Skills Unit includes developing organization and research skills needed to find appropriate resources, to judge resources as relevant or not relevant to a given topic, to categorize and synthesize information, to take notes in class, and to study for exams.

- The learner will be able to work in a group, as an actively participating member, to decide on a research topic, plan the project, set goals, make timelines for completing the project on time, develop a thesis statement, collect, compile, and synthesize information from a variety of sources, prepare a group presentation to inform others on the topic, and participate in the presentation using visual/audio aids.
- The learner will be able to find specific dictionary entries and details of dictionary entries: pronunciation of a specific letter in a given word, parts of speech, correct use of a word, and the number of syllables in a word.
- The learner will be able to locate page numbers for specific topics when given an index.
- The learner will be able to locate information in an encyclopedia.
- The learner will be able to synthesize information in dual stimuli, such as information presented in both text and graphs.
- The learner will be able to use a card catalog to identify parts of a book (such as the author, topic, title, total pages, publisher, location of publisher, and information about the author).
- The learner will be able to analyze a diagram.

Vocabulary

The Vocabulary Unit includes studying and applying knowledge of word structure (bases and affixes), concrete analogies, synonyms, antonyms, and syllables. It also includes applying knowledge of connotation, denotation and

Course Syllabus

Language Arts, Grade 5

Grade 5 Language Arts, Final
Guardian Angels School

words with multiple levels of meaning.

- The learner will be able to read a passage from a grade level appropriate book, and make word substitutions, using synonyms and figures of speech, which accomplish a predetermined purpose (changing the mood of the passage, altering the passage to make it appropriate for a different audience, utilizing words which have connotations beyond a dictionary definition, and adding new information).
- The learner will be able to study words, their multiple definitions and layers of meaning, and describe the connotations of specific words.
- The learner will be able to select vivid, precise, and interesting words to write haikus, cinquains, diamantes, limericks, and formula poems with consistent themes.
- The learner will be able to define compound words in a sentence.
- The learner will be able to create and interpret analogies.
- The learner will be able to identify the vocabulary word that best completes a given sentence as read aloud by the teacher.
- The learner will be able to determine the meaning of a word through its relationship to another word.
- The learner will be able to determine the meaning of unfamiliar technical terms by analyzing the context (a paragraph or more) in which the words are used.
- The learner will be able to apply an understanding of vocabulary words.

Writing

The Writing Unit focuses on each stage of the writing process: prewriting, writing, revising, and publishing. It includes skills covering a variety of organizational formats and purposes for writing (communicating ideas, opinions, and feelings, clarifying thoughts, and solving problems). Some example writing formats are expository, narrative, poetry, and drama.

- The learner will be able to execute writing strategies (compare/contrast, cause/effect, examples, case studies, elaboration, evidence, definition, sentence construction, organization of ideas, descriptive language, voice, and classification) with control and purpose in writing for pleasure, in content areas, and to communicate ideas and opinions to members of the community.
- The learner will be able to write pieces which inform a given audience, and include logically organized and relevant ideas.
- The learner will be able to apply knowledge of a historical character and writing skills to create a one page letter which explains a modern invention to the character. The description should be appropriate for the historical character's educational background, age, time period, experiences, and tied in some way to the character's interests. The modern invention must be explained in clear, precise, and vivid terms. The pros, cons, functions, and appearance of the invention should be included. Each stage of the writing process (prewriting, drafting, revising, rewriting, editing, and publishing) should be self-evaluated, or evaluated by peers, parents, or teachers.
- The learner will be able to edit written works for the correct application of the following English language conventions: pronouns and their references, subject-verb agreement, irregular verbs, verb tenses, plural possessives, capitalization, punctuation (commas between cities/states, dates, after yes or no responses, after introductory phrases, and after nouns of direct address), and spelling.
- The learner will be able to proofread sentences for punctuation errors and complete sentences using correct punctuation and capitalization.
- The learner will be able to write to express feelings and emotions.
- The learner will be able to create and edit a topic sentence which develops the topic of a given paragraph.

Course Syllabus

Language Arts, Grade 5

Grade 5 Language Arts, Final
Guardian Angels School

The learner will be able to compile a portfolio of writing samples which includes writing from different content areas, reports, short stories, persuasive, and expository pieces, and poems with drafts from each stage of the writing process. The writing should reflect the writer's growth in such areas as writing strategies, vocabulary, language conventions, and interests throughout a month, semester, or year. The portfolio should also include an explanation of why the pieces were selected, a self-evaluation of progress, and a judgment statement on whether goals set by teacher and/or student were met.

- The learner will be able to write to persuade a given audience on a given topic utilizing word choices, language expressions, examples, metaphors, and other persuasion techniques.
- The learner will be able to logically order a series of simple, compound, and complex sentences.
- The learner will be able to understand the development of a research paper.
- The learner will be able to write a composition which includes a main idea, subtopics, and supporting details.
- The learner will be able to identify the word that is spelled incorrectly in a given sentence.
- The learner will be able to edit a paragraph for cohesiveness, theme, and sequence of ideas.
- The learner will be able to write legibly within margins.