



**Curriculum Document for Language Arts**

**Course Title:**

**Grade: 5**

**Learner Objective #1:** Students will understand how to apply concepts of word usage and grammar to write complete sentences as shown through various writings, classroom activities and written tests.

**Time:** Begin teaching concepts in September. Review and reinforce throughout the entire year during all units.

**Resources:** Houghton Mifflin Text and workbook--Unit 1, Daily Oral Language

**State Standards Addressed:** B8.2, B8.3, D8.1

- Distinguish between sentences and sentence fragments.
- Identify declarative, interrogative, imperative and exclamatory sentences, and be able to form each type accurately in their writing.
- Use correct end punctuation.
- Identify the complete subject and complete predicate of a sentence.
- Write a story opening, using complete sentences.
- Identify the simple subject of a sentence.
- Write complete subjects and identify their simple subjects.
- Identify simple predicates and write complete predicates.
- Write declarative and imperative sentences and identify their simple subjects.
- Choose appropriate conjunctions from *and*, *but*, and *or*, and write sentences that correctly contain them.
- Combine two or more short sentences into one compound sentence.
- Proofread for run-on sentences.
- Identify, correct, and punctuate run-on sentences.
- Apply all above concepts while writing an autobiographical essay about their growing-up years. "Precious Moments" (November writing).
- Apply all above concepts while writing a persuasive speech. (April writing)

**Learner Objective #2:** Students will identify nouns in sentences and demonstrate an understanding of their proper usage as evidenced by classroom assignments, written quizzes, tests and various writing projects.

**Time:** Approximately 3 weeks in October, to be reviewed and reinforced during all units throughout the year.

**Resources:** Houghton Mifflin Text and workbook--Unit 2, transparencies and Audiotape's "Grammar Song". Daily Oral Language

**State Standards Addressed:** B8.2, B8.3, C8.1, D8.1

- Identify nouns in sentences, and differentiate between nouns and pronouns.
- Understand the difference between common and proper nouns.
- While reading a sentence, students will be able to identify common and proper nouns.
- Capitalize proper nouns.
- Proofread for capitalization errors.
- While revising their writing, students will combine sentences to make one sentence with a compound subject.
- Add descriptive details to make nouns more interesting.
- Write the plural form of nouns correctly, including special nouns.
- Proofread for errors in noun plurals, in both their own writing as well as while peer editing.
- Identify, understand and be able to write both singular possessive nouns and plural possessive nouns correctly.
- Proofread own and peer writing to correct the misuse of noun.
- Write a cause-and-effect paragraph using plural possessive nouns.
- Use possessive nouns correctly while writing a poem "Then and Now" (December writing).
- Write an advertisement for a new product using singular and possessive nouns. Present to the class.
- Use either an appositive and possessive noun to combine two choppy sentences.
- Edit and revise own work, replacing weak nouns with exact ones.

**Learner Objective #3:** Students will demonstrate an understanding of the proper usage of verbs, and write using exact and creative verbs as evidenced through classroom assignments, written quizzes and tests, writing projects and presentations.

**Time:** Concepts taught in approximately 1 month, late October and November, and reinforced throughout the year during various writing projects.

**Resources:** Houghton Mifflin Text and workbook Unit 3, Transparencies, Daily Oral Language

**State Standards Addressed:** B8.2, B8.3, D8.1

- Identify verbs in a sentence.
- Understand the purpose of an action verb and identify it correctly in a sentence.
- Name an action verb's direct object.
- Include the correct usage of direct objects while writing.
- Understand the difference between main verbs and helping verbs, and label them appropriately.
- Identify linking verbs and the word in a predicate that describes the subject.
- Use action, helping and linking verbs accurately while writing.
- Write singular and plural present, past, and future tense verbs correctly.
- Proofread sentences for correct present, past, and future tense verbs.
- Combine sentences by using conjunctions to create a compound predicate.
- Make verb tenses consistent within a paragraph.
- Proofread own writing and revise it to make verb tenses consistent throughout the entire piece.
- Write present tense verbs that agree in number with their subjects.
- Proofread sentences for correct subject-verb agreement.
- Write sentences that contain agreement between subjects and verbs.
- Identify the correct forms of *be* and *have*.
- Proofread for correct verb forms of *be* and *have* and revise work to use these forms correctly.
- Write using contractions correctly.
- Write contractions accurately for verbs combined with the word *not*.
- Proofread sentences for correct contractions.
- Write the past tense and the past participle for regular and irregular verbs.
- Proofread for past tense forms of regular and irregular verbs.
- Write using irregular verbs correctly, with and without helping verbs.
- Accurately use the helping verbs *could*, *should*, *would* and *must* with *have* and main verbs.
- Proofread for correct verbs and verb phrases.

- Use the words *sit, set, can, may, teach, learn, let, and leave* correctly in sentences.

**Learner Objective #4:** Students will accurately use adjectives to describe nouns. They will demonstrate an understanding of the proper usage and concepts of adjectives, as evidenced by their daily assignments, written quizzes and tests, and various writing projects.

**Time:** Approximately 2 weeks, to be reinforced and reviewed during all units through the entire year.

**Resources:** Houghton Mifflin Text and student workbook—Unit 4, Daily Oral Language

**State Standards Addressed:** B8.2, B8.3, D8.1

- Identify adjectives and the nouns or pronouns they describe.
- Combine sentences that describe the same noun, using adjectives.
- Elaborate sentences with adjectives that tell *what kind, how many, and which one*.
- Demonstrate an understanding of articles and demonstrative articles.
- Use articles and demonstrative adjectives correctly, and proofread their written work for this correct usage.
- Compare using adjectives accurately, using *-er* to compare two, and *-est* to compare more than two.
- Use *more* and *most* with long adjectives to compare nouns.
- Proofread for correct adjective forms.
- Understand the rules for comparing two nouns using *good* and *bad, better* and *worse*, or *best* and *worst*, and use these adjectives correctly.
- Identify and form proper adjectives, and correctly capitalize them while using them.
- Choose vivid adjectives in their writing to add details and color.

**Learner Objective #5:** Students will demonstrate an understanding of the mechanics of sentences, including capitalization and punctuation, as evidenced by their daily assignments, writing assignments, written quizzes and tests.

**Time:** This unit will take 3 weeks, and concepts reviewed and reinforced during all units throughout the year.

**Resources:** Houghton Mifflin Text and workbook—Unit 5, Daily Oral Language

**State Standards Addressed:** B8.3, D8.1

- Form sentences with correct beginning and end punctuation.
- Proofread own writing for correct sentences and proper use of punctuation, including commas, periods, quotations, exclamation points, and question marks.
- Identifying proper adjectives and nouns, and capitalizing them appropriately.
- Use commas to separate words or groups of words in a series.
- Combine sentences by using a series of words or phrases.
- Use commas correctly with introductory words and with nouns in direct address.
- Write and proofread sentences using introductory words and nouns in direct address accurately.
- Use subordinating conjunctions to combine related sentences.
- Use introductory phrases while writing, to vary sentence length.
- Identify and correctly punctuate interjections, direct quotations.
- Write and capitalize sentences with direct quotations.
- Write and punctuate abbreviations correctly.
- Memorize common abbreviations, including titles, businesses, days, months, addresses and states.
- Capitalize and underline *or* place quotation marks around titles correctly, following the rules for books, movies, newspapers, magazines, songs and poems.

**Learner Objective #6:** Students will use pronouns correctly, as evidenced by their daily assignments, written quizzes and tests, and various writing projects.

**Time:** Approximately 2 weeks, and reinforce in all units throughout the year.

**Resources:** Houghton Mifflin Text and workbook—Unit 6, Daily Oral Language, All About Me posters

**State Standards Addressed:** B8.1, B8.2, D8.1

- Identify singular and plural subject pronouns, and demonstrate the ability to accurately replace nouns with subject pronouns.
- Distinguish between subject and object pronouns, and use both to complete a sentence.
- Use *I* and *me* correctly, and proofread own writing for the correct use of *I* and *me*.
- Students will write an autobiography paper about their life from birth until the present. They will use *I* and *me* correctly and consistently throughout the paper. (November writing project)
- Choose a possessive pronoun to complete a sentence, and be able to identify possessive pronouns in sentences.

- Understand the difference between a possessive pronoun that must be used with a noun, and a possessive pronoun that stands alone.
- Proofread writing to make sure that a mix of pronouns and nouns are used to make writing interesting and clear, and to avoid noun overuse.
- Combine pronouns and verbs to accurately form contractions.
- Proofread for incorrect contractions or sentences with double subjects.
- Understand the rules for using *we* or *us* correctly with nouns.
- Use homophones correctly while writing.
- “My Hero” writing assignment, written and displayed on the Writing Poster “All About Me”. (September writing project)

**Learner Objective #7:** Students will demonstrate the ability to use adverbs and prepositions correctly, as evidenced through daily assignments, written quizzes, tests, and various writing projects.

**Time:** Approximately 3 weeks, to be reviewed and reinforced during all units throughout the year.

**Resources:** Houghton Mifflin Text and workbook—Unit 7, Daily Oral Language

**State Standards Addressed:** B8.1, B8.2, D8.1

- Identify adverbs and the verbs they describe in sentences.
- Understand that most adverbs end in *-ly*, and describe how, when or where.
- Make writing more interesting, by elaborating using adverbs.
- Use adverbs to combine information from two sentences.
- Use the correct forms of adverbs (*-er*, *-est*, *more* and *most*) to compare two or more actions.
- Write an essay to compare and contrast using adverbs.
- Understand the difference between adjectives and adverbs, and be able to use both correctly while writing.
- Add *-ly* to an adjective to form an adverb.
- Use negatives correctly in sentences, avoiding double negatives.
- Identify prepositions, the objects of prepositions, and prepositional phrases.
- Become familiar with a list of common prepositions.
- Use prepositional phrases correctly, (placing them near the words they modify) to elaborate sentences and vary sentence length.
- Identify object pronouns in prepositional phrases.
- Proofread for pronoun forms in prepositional phrases.
- Distinguish between specific words used as adverbs and as prepositions.
- Choose different adverbs to add meaning to a sentence.

**Learner Objective #8:** Students will follow steps to write a personal narrative, including planning, revising, conferencing, editing, and typing, as evidenced by their story “Precious Moments”

**Time:** 2 weeks, November.

**Resources:** Houghton Mifflin Textbook and Blackline Masters—Unit 8, Precious Moments books from prior years to be read as examples.

**State Standards Addressed:** B8.1, B8.2, C8.3, D8.1, E8.1

- Use self-reflection to choose significant events to include in narrative.
- Consider purpose for writing and audience.
- List ideas and main events to include in narrative.
- Discuss ideas with a partner.
- Complete an observation chart with main events and details to include.
- Organize the main events in sequence.
- Write working draft, including a beginning, ending and body. Make sure writing reflects voice!
- Conference with teacher and a peer to evaluate it.
- Gracefully give and accept constructive criticism.
- Revise the working draft based on conference evaluations.
- Add similes, metaphors and details, as well as a variety of sentence structure to make narrative interesting to the reader.
- Proofread narrative and make final changes.
- Using a word processor, type personal narrative to be included in student’s Precious Moments book.

**Learner Objective #9:** Students will write and deliver a speech on a varying topic (chosen by the Optimist Club each year) to an audience of peers and judges.

**Time:** 2 weeks in April.

**Resources:** Houghton Mifflin Textbook—Unit 13.

**State Standards Addressed:** B8.1, B8.2, C8.1, C8.2, C8.3, D8.1, D8.2, E8.1, F8.1

- List ideas for audience, purpose, and theme of speech, and discuss the ideas with a partner before choosing an appropriate topic.
- Use the Internet to research information or ideas to be presented within the speech.
- Write an attention-grabbing introduction.
- Write a working draft of the speech. Support ideas or goals with strong reasons and evidence.
- Use transitional words.

- Give speech an effective ending, making sure to provide the audience with either closure or a thought provoking question.
- Proofread speech and revise it, making sure all parts stick to the topic and are relevant.
- Conference with teacher on ways to improve the speech.
- Write prompts on note cards to be used while giving the speech.
- Understand the importance of gestures, voice variation, volume, rate, tone, and vocal emphasis. Practice giving speech to make it as effective as possible.
- Deliver an effective speech to the audience with poise and confidence.
- Students will listen to each speech, displaying polite and appropriate audience behavior.

**Learner Objective #10:** Students will demonstrate the ability to understand and identify the parts of a business letter. This will be evidenced by written quiz and a business letter that they will write and send.

**Time:** 1 week, during the Integrated unit “The States” in May.

**Resources:** Houghton Mifflin Textbook Unit 13 page 503-504. The States Binder for addresses of each states Travel and Tourism Department.

**State Standards Addressed:** B8.1, B8.2, B8.3, F8.1

- Identify the heading, inside address, greeting, body, closing and signature, and locate where each part belongs in a business letter.
- Understand the purpose of a business letter.
- Write a letter that contains each of those components, with the purpose of requesting information about the state they are researching.
- Proofread letter to correct any spelling and grammatical mistakes.
- Participate in a writing conference with the teacher on ways to improve the letter. Revise where needed.
- Using a word processor, type the letter and print.
- Address an envelope correctly.