

5th Grade Language Arts Curriculum Overview

Reading: Literature

Key Ideas and Details

- Draw inferences by citing quotes from a text.
- Identify theme in a story.
- Compare and contrast information.
- Use SQR3 to understand and remember what was read.

Craft and Structure

- Review the elements of figurative language. Determine the meaning of the text when using figurative language.

Range of Reading and Level of Text Complexity

- Read a variety of text including biography, fiction, non-fiction, historical fiction, newspaper articles and poetry.

Reading: Informational Text

Key Ideas and Details

- Quote from a text to explain and draw inferences.
- Identify two main ideas in a text and give supporting details for each.
- Explain the relationship between two characters in an historical fiction text.

Craft and Structure

- Determine the meaning of domain-specific words in a text.

Integration of Knowledge and Ideas

- Review the multiple sources available from which to draw information.
- Show how the author uses evidence to support points in a text.

Range of Reading and Level of Text Complexity

- Read a variety of text including biography, fiction, non-fiction, historical fiction, newspaper articles and poetry.
- Read short paragraphs about each of the 50 states that tell for what each is famous.
- Write the postal abbreviation for each state.

Reading: Foundational Skills

Phonics and Word Recognition

- Review and correctly use commonly confused and misspelled words.
- Review and correctly use commonly confused words and contractions.

- Learn the meanings of common affixes to help determine word meaning.

Fluency

- Use context to self-correct word recognition.

Writing

Text Types and Purposes

- Recognize the difference between writing to inform, persuade or entertain.
- Identify whether written statements are fact or opinion.

Production and Distribution of Writing

- Review and use steps (gathering information, note taking, writing an outline, writing a rough draft, revising and editing, writing final draft with conclusion) to write an informative text.
- Write a journal using “starter sentences” to jump start entry ideas.
- Write a paragraph that contains a topic sentence, supporting details, and a conclusion.
- Use a Venn diagram as writing preparation.
- Write an alternative ending for a fiction story.

Research to Build and Present Knowledge

- Show how the author uses evidence to support points in a text.

Range of Writing

- Write for a variety of purposes (business letter, friendly letter, journal, research paper).

Language

Conventions of Standard English

- Review and correctly use the eight parts of speech.
- Rewrite incorrect verb tenses in a sentence as necessary.
- Use correlative conjunctions in a sentence.
- Review and use commas in a variety of ways (lists, introductory clauses, to offset words).
- Correctly use commonly confused words.

Knowledge of Language

- Expand, combine and reduce sentences to improve on readability and appeal to reader interest.
- Practice using analogies to understand the relationship between words and ideas.

5th Grade Language Arts Curriculum Overview (cont.)

Vocabulary Acquisition and Use

- Use common root words and affixes to determine word meaning.
- Review types of reference materials available for a variety of purposes.
- Interpret figurative language.
- Explain the meanings of common adages.
- Find the synonyms and antonyms of given words.
- Compare and use homophones and homographs in sentences.
- Review contractions.
- Review the rules of apostrophe use in singular and plural possessive nouns.

Lesson #15

It is interesting to note similarities and differences between people and situations. When we want to consider the ways that people, activities, and places are the same, we *compare* them. When we want to consider the ways they are different, we *contrast* them.

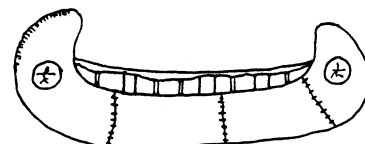
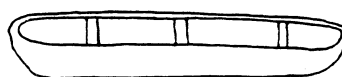
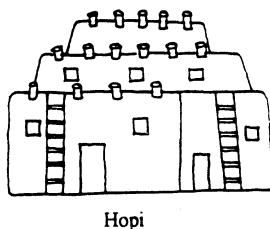
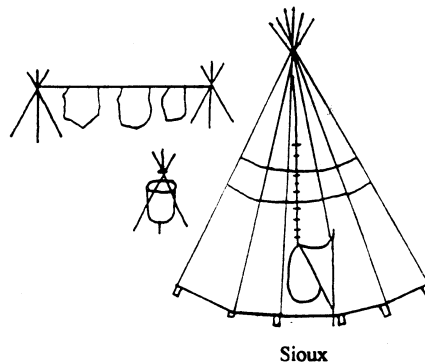
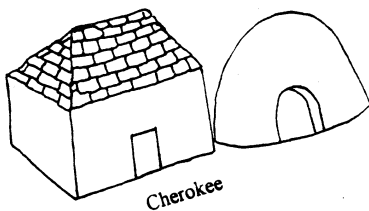
Look at the chart below that describes the lifestyles of four Native American tribes prior to the arrival of European explorers. Notice the ways the tribes were alike (*compare*) and how they were different (*contrast*).

	Where They Lived	Appearances	Homes	Food	Schooling	Other Information
Iroquois	New York and parts of the Midwest.	Boys wore a "Mohawk" and pulled out hair on the sides of their heads. Wore deerskin.	Lived in <i>longhouses</i> with their mother's family.	Fish, nuts, corn, beans, squash. They did not eat meals; ate whenever they were hungry.	Learned from watching adults work.	Made snowshoes. Famous for ability to run as much as 50 miles in a day.
Cherokee	S.E. America, Great Smoky Mountains. Originally they were Iroquois who left New York.	Men pulled hair as Iroquois did. Wore animal skins of beaver, bear and panther.	Lived in thick mud houses with mother's family.	Same food as Iroquois.	Same as Iroquois.	Made dugout canoes by burning the inside of logs. Canoes would hold up to 35 people.
Hopi	Arizona: 100 miles east of Grand Canyon.	Wore cotton in summer and rabbit skins in winter.	Lived in houses of stone and clay 2-3 stories high. People used ladders to climb up or down.	Corn, squash, beans, berries. Group all ate out of one pot. Made bread (piki) from blue cornmeal.	Girls learned cooking and basket making. Boys learned to hunt and farm. Young boys killed small animals to protect crops.	Among first people to use coal for heat. Preferred to battle in cold weather, thought it was best for good health.
Sioux	Traveled through Great Plains, mostly North Dakota and South Dakota. The word "Dakota" is another name for "Sioux."	Wore deerskin and buffalo fur.	Lived in tepees made of buffalo hide.	Buffalo, bear, deer, wild turkey, fruits, corn and squash. Made "pemmican" (similar to jerky) of buffalo meat.	Learned from adults. Girls made leather from hides and decorated them with porcupine quills.	Taught babies never to cry by covering their mouths so the tribe could hunt and travel silently. Sign language was used to communicate during pow-wows.

Lesson #15 (continued)

Use the chart on page 51 to determine if the statement is a *comparison* (showing similarities) or a *contrast* (showing differences). Write *compare* or *contrast* in the space at the left of each sentence.

- _____ A. Both Iroquois and Cherokee boys pulled out some of their hair.
- _____ B. The Hopi people ate mainly a vegetarian diet; the Sioux ate more meat.
- _____ C. The Cherokee traveled often by canoe, while the Iroquois liked to run or walk.
- _____ D. Most Native Americans ate corn and squash.
- _____ E. While many tribes built their homes from wood, stone or mud, the Sioux lived in buffalo tepees.
- _____ F. Native American children did not attend traditional schools.
- _____ G. The Hopi people did not dress in deerskin as other tribes did.
- _____ H. The Iroquois and Cherokee people tended to eat only when they were hungry.
- _____ I. Unlike other Native Americans, the Hopi people lived in two or three story homes which they reached by climbing ladders.



Lesson #30 (continued)

A *possessive noun* is one that shows ownership. In this lesson we are going to review singular and plural *possessive nouns*. First decide if the noun is singular or plural by reading the sentence.

- If the noun is singular, add an apostrophe and then an *s*.
Example: Peter's bike was parked in his driveway.
- If the noun is plural, add an apostrophe *after the s*.
Example: The three boys' bikes were parked in the driveway.

Read the following sentences and write the words with the apostrophes in the correct places. The first one has been completed for you.

1. The bees' hive was so close to the house we could hear them buzzing.
(bees)
2. My _____ daughter is the funniest of all the cousins.
(aunts)
3. Several _____ shutters on the island were affected by strong winds.
(houses)
4. The _____ merit badges took them six months to earn.
(boys)
5. Please don't touch _____ papers.
(Judys)
6. Most of our _____ cars are old and need engine repair.
(friends)
7. My _____ cookbooks have many recipes that I love.
(moms)
8. It was interesting to trace some of my _____ birthplaces.
(relatives)
9. I can't wait to read my _____ final two chapters.
(books)
10. All of the _____ backpacks were lined up outside the gym.
(students)

Maine

Maine is the only state name that is one syllable. 99% of all the blueberries in America are produced here.