

PETERS TOWNSHIP SCHOOL DISTRICT

CORE BODY OF KNOWLEDGE

LANGUAGE ARTS

FIFTH GRADE

For each of the sections that follow, students may be required to understand, apply, analyze, evaluate or create the particular concepts being taught.

COURSE DESCRIPTION

Fifth Grade students will study the areas of literary and informational reading, writing for various purposes, English grammar/usage and spelling of grade-appropriate vocabulary that has been organized by phonetic, structural or other classification.

As readers of *literature*, students will employ close reading strategies to demonstrate understanding of key ideas and details, describe characters based upon author's description, character words and actions, make inferences/draw conclusions about characters and plot, summarize text, recognize elements of author's craft and structure, identify and interpret figurative language, recognize and analyze theme, and clarify the meaning of unknown words through context. Students will demonstrate understanding of key ideas in *informational text*, such as drawing inferences, determining multiple main ideas and supporting details, and explain events based upon details from the text. In addition students will explain how an author uses reasons and evidence, integrate information from multiple texts, and interpret a variety of text features. Students will also demonstrate an understanding of vocabulary and figurative language in informational texts.

As writers, students will write narratives, argumentative/opinion pieces, and informational/expository pieces supported by research. In addition to these, students will also participate in many "text dependent" writing activities to meet the needs of PA Core Standards. Fifth graders will write with emphasis on "The Six Traits of Writing" including: *Focus, Organization, Voice, Word Choice, Sentence Fluency and Conventions*.

In English Grammar, students will demonstrate command of the conventions of standard English grammar and usage. These skills include: recognition of the eight parts of speech, understandings about simple, compound and complex sentences, rules for proper comma use, appositives, subject/verb and verb tense agreement vs. shifts, adjective types, negative words, conjunctions, prepositions, interjections and types of pronouns.

In Spelling, students will spell grade appropriate words correctly, with particular focus on vowel digraphs, the schwa sound, syllabication, inflected words, words with affixes and word parts from Greek, Latin and other languages.

STUDY SKILLS

- Comprehension of complex texts – literary and informational - with teacher guidance, cooperatively and independently.
- Comprehension of age-appropriate excerpted or short texts – literary and informational - independently.
- Development and supporting of, both in speaking and writing, text-based explanations and analysis.
- Analysis of fiction texts, including poetry, for characterization, tone, mood, theme, and cause/effect relationships.
- Recognition of literary devices such as flashback, foreshadowing, figurative language and imagery in fiction text.
- Analysis of informational texts to search for how main idea is used to organize such texts and to determine author’s purpose.
- Analysis of primary source materials, relating them to literary and informational texts.
- Read and take notes from texts and write in response to literary and informational texts.
- Write to summarize literary and informational texts.
- Write narratives and poems, creative & personal.
- Write to inform, both with and without research.
- Write to argue and persuade with evidence, either text or research based.
- To be able to plan, organize, draft, revise and edit personal writing.
- Demonstrate command of the conventions of English grammar and usage, including:
 - Explaining the function of conjunctions, prepositions and interjections,
 - Form and use the perfect verb tenses,
 - Recognize inappropriate shifts in verb tense,
 - Use commas appropriately to separate items in a series, to set off introductory elements in sentences, to separate independent/dependent clauses where appropriate, within dialogue using quotation marks, etc.
 - Use of proper capitalization, punctuation and spelling when writing.
- To spell grade-appropriate vocabulary.
- Students must learn to value EFFORT! We aim for fifth grade students to recognize that gaining meaning from reading and creating writing pieces takes *work*.

MAJOR UNIT THEMES:

1. Unit One: *Survive and Grow, Grow and Survive*

- Comprehend *Hatchet* by Gary Paulsen
- Read informational texts: Canadian Wildlife & Survival stories
- Plan and write narratives
- Sentences, parts of speech, nouns, abbreviations/titles, comma usage
- Spell vowel digraphs, homophones, types of compound words, final schwa

2. Unit Two: *Great Depression? Not really...*

- Comprehend *Bud, Not Buddy* by Christopher Paul Curtis
- “See” the Great Depression from multiple perspectives using primary source materials including photographs, letters, and other documents

- Write to compare ideas across multiple texts and experiences of the Great Depression
- Verbs (tenses, perfect tense, tense shifts) and adjectives, comma usage
- Spell various syllable patterns, more schwa, inflected endings

3. Unit Three: *Decisions and Consequences*

- Comprehend *The Lion, the Witch and the Wardrobe* by C.S. Lewis
- Analysis of poetry and fiction text, and generalize themes across genre
- Plan and write to argue the decisions of characters and/or themes across multiple poems
- Adverbs, prepositions, conjunctions, interjections, pronouns, comma usage
- Spell with affixes, changing y to i, ending /zher/ and /j/ sounds, unstressed syllable/schwa

4. Unit Four: *The Cost of Freedom*

- Comprehend *Chains* by Laurie Halse Anderson
- Read to learn about the Revolutionary War era in American History
- Write to connect ideas across multiple texts / genre
- Parts of speech, comma usage, combining sentences & sentence variety
- Spell with affixes, words from Greek, Latin and other languages

MATERIALS (and Supplemental materials used in course):

- Paulsen, Gary. *Hatchet*. Boston: Houghton Mifflin, 1996. Print and Audio text.
- "A Hudson River Hero" *Achieve 3000*, April 2009
- "Eastern Box Turtle: State Species of Special Concern" CT Dept. of Environmental Protection, Bureau of Natural Resources, *State of Connecticut*, Web, 2014
- Elizabeth Schleichert, "Mighty Moose!" *Ranger Rick Magazine*, Aug.2009 <https://www.nwf.org/Kids/Ranger-Rick/Animals/Mammals/Moose.aspx>
- Buck Tilton, "Seven Survival Questions" *Boys' Life Magazine*, April 2001
- Paul-Curtis, Christopher. *Bud, Not Buddy*. New York: Bantam Doubleday Dell, 1999. Print and Audio text.
- McClatchy-Tribune, adapted by Newsela staff, "Aging Chinese Can Make Their Grown-Up Kids Visit More Often." *Newsela.com*, McClatchy-Tribune Publishing, 24 July 2013.
- Phelan, Ben, "The Story of the 'Migrant Mother'" *PBS.com*, *PBS*, 14 Apr 2014.
- Lange, Dorothea, *Migrant Mother*, Feb/Mar 1936. Photographs.
- History.com Staff, "Hoovervilles," *History.com*, A & E Networks, 2010.
- Bourke-White, Margaret, "Kentucky Flood," *Life Magazine*, Feb, 1937. Photograph.
- Alabama History Education Initiative. Letters between Rachel Wheeler in Selma, Alabama, and Governor Benjamin Miller. 23 Mar 1934. Alabama Dept. of Archives and History, Montgomery Alabama.
- Alabama History Education Initiative. Letters between Deller Williams in Brookwood, Alabama, and Governor Benjamin Miller. 21 Mar 1934. Alabama Dept. of Archives and History, Montgomery Alabama.
- Lewis, C.S. *The Lion, the Witch and the Wardrobe*. New York: HarperCollins Children's Books, 1950. Print and Audio text.

- Movie clips:
 - Johnson, Mark & Steuer, Phillip (Producers), Adamson, Andrew (Director). (2005) *The Chronicles of Narnia: The Lion, the Witch and the Wardrobe* [Motion picture]. United States: Walt Disney Pictures, Walden Media.
 - Cuitlahuac-Melendez, Steven & Connell, David D. (Producers), Melendez, Bill (Director). (April 1, 1979) Television broadcast, CBS: *The Lion, the Witch and the Wardrobe*. (Animated) Children's Television Workshop, distributed by CBS Network.
- Young, Kevin. "Ode to the Hotel Near the Children's Hospital." *Dear Darkness*. New York: Knopf-Doubleday, 2008. Print and Audio.
- Collins, Billy. "Winter." *Poetry Foundation*. Poetry Foundation, 2014. Web. 8 August 2016.
- de la Mare, Walter. "Winter Dusk." *The Collected Poems of Walter de la Mare*. London: Faber and Faber, 1986. Print.
- Ciardi, John. "Why Nobody Pets the Lion at the Zoo." *The Reason for the Pelican*. Philadelphia: Lippincott, 1955. Print.
- Johnson, Joyce. "The Old Woman Who Lived in a Shoe." *Free to Be You and Me and Free to Be a Family*. Philadelphia: Running Press Book Publishers, 1974. Print.
- Halse Anderson, Laurie. *Chains*. New York: Atheneum Books for Young Readers, 2008. Print and Audio text.
- Newsela Staff. "New Freedoms of Afghan Women under Threat." *Los Angeles Times* 13 Feb. 2014: n. pag. *Newsela*. 13
 - Feb. 2014. Web. 19 July 2016. <newsela.com>.
- Elanor Ainge Roy, adapted by Newsela Staff. "In the dark of night, Inky the octopus makes his escape." *The Guardian* 19 April 2016: n. pag. *Newsela*. 19 April 2016. Web. 19 July 2016. <newsela.com>.
- Clifton, Lucille. *All Us Come Cross the Water*. New York: Holt-McDougal, 1973. Print.
- www.landofthebrave.info
- www.nypl.org/blog/2009/05/22/battle-brooklyn-1776
- videos/washington-loses-new-york-but-saves-the-revolution
- Wheatley, Phillis. "To the Right Honourable William, Earl of Dartmouth" *Poems on Various Subjects, Religious and Moral*. London: A. Bell, Bookseller, 1773.
- *Let's Target Grammar, Level 5* - 2015
- *Sadlier Grammar Workshop, Level Blue* – 2013
- *Houghton Mifflin Spelling and Vocabulary: Words for Readers and Writers* - 2006
- IXL and Study Island online resources
- *Scholastic News Magazine*