

Carroll School Corporation  
Carroll Elementary School  
Reading Curriculum  
Fifth Grade

**Enjoyment/Appreciation**

**Students will:**

- Demonstrate retelling with emotion.
- Use a variety of print resources.
- acquire real world connections

**Vocabulary Development**

**Students will:**

- Demonstrate the use of word origins to determine the meaning of unknown words.
- Understand and explain frequently used synonyms (words with the same meaning), antonyms ( words with opposite meanings), and homographs (words that are spelled the same but have different meanings).
- Recognize less common roots (graph=writing, logos=the study of ) and word parts (auto=self, bio=life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology)

**Decoding/Word Recognition**

**Students will:**

- Comprehend unknown words by using word, sentence, and paragraph clues to determine meaning.
- Identify and use testing vocabulary words for fifth grade.

**Comprehension Strategies for Non Fiction**

**Students will:**

- Explore the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.
- Follow multiple-step instructions in a basic technical manual.
- Analyze text that is organized in sequential or chronological order.
- Recognize and examine the characteristics of poetry, drama, fiction and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.
- Show an understanding that a theme relates to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.
- Demonstrate the function and effect of common literary devices, such as imagery, metaphor, and symbolism.
- Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.

- Imagery: the use of language to create vivid pictures in the reader’s mind.
- Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money*.
- Examine the author’s use of various techniques to influence readers’ perspectives.

### **Comprehension Strategies for Literary Text**

#### **Students will:**

- Recall main ideas presented in texts, identifying and assessing evidence that supports those ideas.
- Interpret inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
- Distinguish among facts, supported inferences, evidence, and opinions in text.
- Recognize and examine the characteristics of poetry, drama, fiction and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.
- Comprehend and convey the figurative use of words in similes (comparisons that use *like* or *as* : *The stars were like a million diamonds in the sky.*) and metaphors ( implied comparisons: *The stars were brilliant diamonds in the night sky.*).
- Perceive the main problem or conflict of the plot and explain how it is resolved.
- Differentiate the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
- Show an understanding that a theme relates to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.
- Demonstrate the function and effect of common literary devices, such as imagery, metaphor, and symbolism.
  1. Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.
  2. Imagery: the use of language to create vivid pictures in the reader’s mind.
  3. Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money*.
- Identify the speaker or narrator in a selection and tell whether the speaker or narrator is a character involved in the story.
- Analyze the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.
- Examine the author’s use of various techniques to influence readers’ perspectives.

### **Fluency**

#### **Students will:**

- Read aloud grade-level –appropriate text fluently and accurately

**Carroll School Corporation  
Carroll Elementary School  
English/Writing Curriculum  
Fifth Grade**

**Writing**

A. Processes

Students will produce a final product using the writing process which includes the following traits of writing.

1. Stick to the Topic

- Discuss ideas for writing, keep a list or notebook of ideas and use graphic organizers to plan writing.

2. Organization/Planning

- Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and stating and supporting a hypothesis with data.
- Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.
- Apply note-taking skills when completing research for writing.
- Demonstrate the use of a thesaurus to identify alternative word choices and meanings.

3. Conventions

- Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.
- Review, evaluate, and revise writing for meaning and clarity.
- Proofread one's own writing, as well as that of others using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.

4. Voice

5. Sentence Patterns

6. Word Choice

## **Applications**

### **Students will:**

- Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and stating and supporting a hypothesis with data
- Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.
- Write informational pieces with multiple paragraphs that:
  1. Present important ideas or events in sequence or in chronological order.
  2. Provide details and transitions to link paragraphs
  3. Offer a concluding paragraph that summarizes important ideas and details.
- Write narratives that:
  1. Establish a plot, point of view, setting, and conflict.
  2. Show, rather than tell, the events of the story.
- Write responses to literature that:
  1. Demonstrate an understanding of a literary work.
  2. Support statements with evidence from the text.
  3. Develop interpretations that exhibit careful reading and understanding.
- Write persuasive letters or compositions that:
  1. State a clear position in support of a proposal.
  2. Support a position with relevant evidence and effective emotional appeals
  3. Follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last.
  4. Address reader concerns.
- Use varied word choices to make writing interesting.
- Write for different purposes (informational, persuasion, description) and to specific audience or person, adjusting tone and style as appropriate.
- Write summaries that contain the main ideas of the reading selection and the most significant details.
- Deliver or write a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:
  1. Uses information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors).
  2. Demonstrates that information that has been gathered and has been summarized.
  3. Organizes information by categorizing and sequencing.

## **Sentence Structure**

### **Students will:**

- Identify and correctly use prepositional phrases
- Identify and correctly use appositives
- Identify and correctly use main clauses (words that express a complete thought)
- Identify and correctly use subordinate clauses (clauses attached to the main clause in a sentence).

- Identify and correctly use subordinate clauses.
- Use transitions (however, therefore, on the other hand) and conjunctions (and, or, but) to connect ideas.
- Use simple sentences (Dr, Vincent Stone is my dentist.) and compound sentences (His assistant cleans my teeth, and Dr. Stone checks for cavities.) in writing.
- Identify and correctly use modifiers (words or phrases that describe, limit, or qualify another word) and pronouns (he/she, she/her, they/their, it/its)

## **Grammar**

### **A. Punctuation**

#### **Students will:**

- Use a colon to separate hours and minutes (12:20 a.m., 3:40 p.m.) and to introduce a list (Do the project in this order: cut, paste, fold.)
- use quotations marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books
- use semi-colons, and commas for transitions (Time is short; however, we will still get the job done.)

### **B. Capitalization**

#### **Students will:**

- Use correct capitalization.

## **Communication**

### **Students will:**

#### **A. Listening**

- Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives
- Make inferences or draw conclusions based on an oral report.
- Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.
- Identify claims in different kinds of text (print, image, multimedia) and evaluate evidence used to support these claims.

#### **B. Speaking**

- Ask questions that seek information not already discussed.
- Give precise directions and instructions.
- Select a focus, organizational structure, and point of view for an oral presentation.
- Clarify and support spoken ideas with evidence and examples.
- Use volume, phrasing, timing, and gestures appropriately to enhance meaning.
- Emphasize points in ways that help the listener or viewer follow important ideas and concepts.

- Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.
- Deliver narrative (story) presentations that:
  1. Establish a situation, plot, point of view, and setting with descriptive words and phrases.
  2. Show, rather than tell, the listener what happens.
- Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.
- Deliver informative presentations about an important idea, issue, or event by the following means:
  1. Frame questions to direct the investigation
  2. Establish a controlling idea or topic.
  3. Develop the topic with simple facts, details, examples, and explanations.
- Deliver oral responses to literature that:
  1. Summarize important events and details.
  2. Demonstrate an understanding of several ideas or images communicated by the literary work.
  3. Use examples from the work to support conclusions.

**Carroll School Corporation  
Carroll Elementary School  
Spelling Curriculum  
Fifth Grade**

**Spelling Patterns**

**Students will:**

- Spell correctly roots or bases of words
- Spell correctly words with prefixes (understood/misunderstood, excused/unexcused) and suffixes (final/finally, mean/meanness)
- Spell correctly contractions (will not/won't, it is/it's, they would/they'd)
- Spell correctly syllable constructions (in.for.ma.tion, mol.e.cule)

Carroll School Corporation  
Carroll Elementary School  
Language Arts Curriculum Assessments  
Fifth Grade

- Practice workbook pages
- Weekly Selection Tests
- Unit Benchmark Tests
- Fluency Assessments
- Teacher Created Assessments
- ISTEP
- NWEA
- Reading Counts
- Teacher Observations
- Cloze Stories
- Scott Foresman Successnet
- PL221 Vocabulary Assessment
- Intervention Assessments
- Book It
- Study Island
- Supplemental websites
- Fry High Frequency Assessment
- Presentations/Demonstrations

Carroll School Corporation  
Carroll Elementary School  
Language Arts Curriculum Resources  
Fifth Grade

- Textbooks and textbook materials
- Reading Practice book
- Supplemental textbook and materials

- Social Studies and Science books
- Novels
- Leveled readers
- Cloze Stories
- Intervention Kits
- Teacher created materials
- Newspapers/magazines
- Time For Kids
- School library
- Public libraries
- Encyclopedia
- Book It
- Computers and technology
- Internet
- Supplemental websites
- Scott Foresman Successnet
- Kidspiration
- EdHelper
- Study Island
- Wabash Valley Education Center

Carroll School Corporation  
 Carroll Elementary School  
 English/Writing/Spelling Assessments  
 Fifth Grade

- Grammar and Practice workbook pages
- Weekly Tests
- Unit Benchmark Tests
- Teacher created worksheets, quizzes, and tests
- ISTEP
- NWEA
- Classroom group activities
- Content Area writing
- Journals
- Written reports
- Creative writing
- Teacher Observations
- PL221 Vocabulary Assessments
- PL221 Writing Prompts
- Math Problem Solving Explanations
- Oral Assessments
- Intervention Assessments
- Book It Reports

- Study Island
- Supplemental websites
- Fry High Frequency Assessment
- Presentations/Demonstrates

Carroll School Corporation  
Carroll Elementary School  
English/Writing/Spelling Resources  
Fifth Grade

- Textbooks and textbook materials
- Grammar and Spelling Practice books
- Teacher supplemental materials
- Novels
- Social studies and Science books
- Newspapers/magazines
- Time For Kids
- Daily Fix It/DOL
- Write Source
- Simple 6
- PL221 Writing Prompt
- Teacher created materials
- School library
- Public libraries
- Encyclopedia
- Child Craft
- Book It
- Computers and technology
- Internet
- Kidspiration
- EdHelper
- Study Island
- Fry High Frequency list
- Wabash Valley Education Center