



Bedford Public Schools

Grade 5 – English Language Arts

The fifth grade program is an integrated study of communication skills that includes reading, writing, speaking, and listening. By building on grade four skills in reading and writing, students continue with a balanced literacy program including: word study, oral reading fluency, vocabulary building, and comprehension strategies.

Large and small group reading instruction continues as an integral part of fifth grade instruction. Students continue to build on prior skills, such as setting a purpose for reading, identifying text structure, making connections, asking questions, and modifying their understanding. The skills of inferring, summarizing, and cause and effect are further developed in this grade. While participating in discussion groups, fifth graders enhance speaking and listening communication skills. By the end of fifth grade, students are able to verbalize their opinion and understanding of a book by referring back to the text for specific evidence to support their thinking. As in grades three and four, the act of reading independently continues to reinforce previously learned skills as well as newly acquired strategies.

Integrating reading and writing into the content area allows children to transfer acquired skills and strategies. Through the incorporation of stories, poetry, nonfiction, engaging hands-on experiences, and digital media into the social studies and science curricula, children build the literacy connection to the content area. Fifth graders write journal entries, poems, persuasive essays, narratives, research projects, and science notebook reflections to demonstrate their skills.

In writing students are more proficient using graphic organizers for expository, opinion, and narrative prewriting. Continuing to follow the writing process is essential for fifth graders. With the addition of specific descriptive words, phrases, and supporting details to enhance their writing, revision skills continue to improve. This is evident in their poetry writings, journal entries, book reviews, multi paragraph stories, essays, and reports. The ultimate goal for all students is to become more purposeful and reflective readers and writers.

The Bedford Public Schools' K-5 English Language Arts curriculum is aligned to the 2011 Common Core State Standards. By incorporating essential questions and enduring understandings to units of study, children engage in higher order thinking skills, with the intention of helping each child to become a life-long learner.



Learning Expectations

Literature

Informational Text

Foundational Skills

Opinion/Persuasive Writing Skills

Informational/Expository Writing

Narrative Writing Skills

Speaking and Listening

Language Standards

Literature

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
<ul style="list-style-type: none"> • Reading is a lifelong skill that enhances learning and provides enjoyment. • Literature is a tool that expands our understanding of the world. • Reading serves different purposes. • Reading includes active listening and independent application of skills. • Fiction follows a predictable structure that helps us in comprehending what is read. 	<ul style="list-style-type: none"> • Why do we read? • How does a student learn to read? • How does understanding the structure of a genre help us to better comprehend what we read? • Why is it important to think while you read? 	<ul style="list-style-type: none"> • Refer to details and examples in a text when explaining and drawing inferences. • Determine a theme of a story, drama, and poem, using details from the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; and summarize the text. • Compare and contrast characters, settings or events using specific details in the text. • Determine the meaning of words and phrases as used in poems and stories; including figurative language such as metaphors and similes. • Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a story, drama or poem. • Understand how a narrator's or speaker's point of view influences a story. • Analyze how illustrations, photos, and movies contribute to the meaning of a text. • Locate and analyze examples of foreshadowing in stories, poems, folktales, and plays. • Compare and contrast stories of the same genre with similar topics and themes. • Read and comprehend literature at or above grade level independently and proficiently.

Informational Text

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
<ul style="list-style-type: none"> • Reading is a lifelong skill that enhances learning and provides enjoyment. • Reading serves different purposes. • Reading informational text expands our understanding of the world and its people. • Reading includes active listening and independent application of skills. • Informational texts have specific features that aid in understanding. 	<ul style="list-style-type: none"> • Why do we read informational texts? • How does reading informational text help us understand our world? • How does understanding the structure of a genre help us to better comprehend what we read? • Why is it important to think while you read? 	<ul style="list-style-type: none"> • Quote accurately from a text when explaining and drawing inferences. • Determine two or more main ideas of a text and explain how they are supported by key details; and summarize the text. • Explain the relationship or interactions between two or more individuals, events, ideas or concepts in a historical, scientific, or technical text, based on specific information in the text. • Determine the meaning of general academic and domain-specific words or phrases in a text. • Compare and contrast the overall structure of events, ideas, concepts or information in two or more texts. • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. • Locate an answer to a question or solve a problem using information from multiple print or digital sources. • Identify and explain how reasons and evidence an author uses support particular points in a text. • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. • Read and comprehend informational text at or above grade level independently and proficiently.

Foundational Skills

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
<ul style="list-style-type: none">• Reading with accuracy and fluency aids in comprehension.• Effective readers monitor their understanding of a text by adjusting their strategies.• Readers use language structure and context clues to identify the intended meaning of words and phrases they read in text.	<ul style="list-style-type: none">• How do we learn to read?• How do we figure out a word we do not recognize?• How does fluency affect comprehension?	<ul style="list-style-type: none">• Know and apply grade-level phonics and word analysis skills in decoding multi syllabic words using syllabication and morphology in and out of context.• Read with accuracy and fluency to support comprehension.

Opinion/Persuasive Writing Skills

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
<ul style="list-style-type: none"> • Writing is a process used to communicate wants, needs, ideas, and knowledge. • Writers get their ideas from their own personal experiences and from the world around them. • Writing is a means to express ideas of importance and provide convincing evidence. • The purpose for writing determines the genre. 	<ul style="list-style-type: none"> • How do writers develop ideas to engage their audience and write with purpose? • How does the genre of writing affect the way authors write? 	<ul style="list-style-type: none"> • Recognize the genre and structure of opinion writing. • Introduce a topic that clearly states an opinion. • Create an organizational structure in which ideas are logically grouped to support the writer's purpose. • Provide logically ordered reasons that are supported by facts and details. • Link opinions and reasons using words, phrases, and clauses. • Provide a concluding statement or section. • Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. • Plan, revise, and edit writing. • Reflect on writing.

Informational/Expository Writing Skills

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
<ul style="list-style-type: none"> • Writing is a process used to communicate wants, needs, ideas, and knowledge. • The author's purpose for writing determines the genre. • Writing is a means to help others understand and learn. • Writers get their ideas from their own personal experiences and from the world around them. 	<ul style="list-style-type: none"> • How does the genre of writing affect the way the author writes? 	<ul style="list-style-type: none"> • Recognize the genre and structure of informative/explanatory writing. • Introduce a topic clearly and provide a general observation and focus. • Group related information logically, including formatting (i.e. headings, illustrations, and multi media). • Develop the topic with facts, definitions, concrete details, and quotations. • Link ideas within categories of information using words, phrases, and clauses (i.e. in contrast, especially). • Use precise language and domain-specific vocabulary. • Provide a concluding statement or section related to the information. • Conduct short research projects that use several sources to build knowledge. • Use keyboarding skills effectively. • Type two pages in a single sitting. • Write for short and longer periods of time, over a range of discipline specific tasks, purposes, and audiences. • Plan, revise, and edit writing. • Reflect on writing.

Narrative Writing Skills

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
<ul style="list-style-type: none"> • Writing is a process used to communicate wants, needs, ideas, and knowledge. • Writing is a means to share stories. • Writers get their ideas from their own personal experiences and from the world around them. • The author's purpose for writing determines the genre. 	<ul style="list-style-type: none"> • How does the genre of writing affect the way an author writes? 	<ul style="list-style-type: none"> • Recognize the genre and structure of narrative writing. • Use an entertaining beginning. • Orient the reader by establishing a situation and by introducing a narrator or characters. • Organize event sequence that unfolds naturally using a variety of transitional words, phrases, and clauses. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Build suspense leading to the main event. • Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events. • Provide a conclusion that follows from the narrated experiences and events. • Write stories, poems, and scripts that draw on characteristics of tall tales, or myths, mysteries, fantasies, or historical fiction. • Demonstrate sufficient command of keyboarding skills to type a minimum of 2 pages in a single sitting. • Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. • Plan, revise, and edit writing. • Reflect on writing.

Speaking and Listening

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
<ul style="list-style-type: none">• Active listening helps us navigate and understand our world.• There is a structure governing language that allows us to clearly communicate our message.	<ul style="list-style-type: none">• Why is being an active listener important?• How do we speak so others will understand our message?	<ul style="list-style-type: none">• Engage effectively in a range of collaborative discussions building on others' ideas and expressing their own clearly.• Summarize a written text read aloud or information presented in diverse media.• Summarize information from the speaker.• Report on a topic or text or present an opinion.• Use multimedia components to enhance the development of main ideas or themes.• Use formal English in a variety of contexts and tasks.

Language Standards

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
<ul style="list-style-type: none"> • Command of the English language is important when speaking and writing. • Rules and conventions help readers and writers to understand what is being communicated. 	<ul style="list-style-type: none"> • How do the rules of language affect communication? • How does having command of the English language affect our daily lives? 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: <ol style="list-style-type: none"> 1. Explain the function of conjunctions, prepositions, and interjections. 2. Form and use the perfect verb tenses. 3. Use verb tenses to convey various times, sequences, states, and conditions. 4. Recognize and correct inappropriate shifts in verb tense. 5. Use correlative conjunctions (i.e. either/or, neither/nor). • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: <ol style="list-style-type: none"> 1. Use punctuation to separate items in a series. 2. Use a comma to separate an introductory element. 3. Use commas to set off yes and no, tag a question from the rest of the sentence, and to indicate a direct address. 4. Use underlining, quotation marks, or italics to indicate titles of works. 5. Use references, as needed, to spell words. • Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Language Standards (cont.)

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
		<ul style="list-style-type: none">• Determine or clarify the meaning of unknown and multiple-meaning words and phrases.• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:<ol style="list-style-type: none">1. Interpret similes and metaphors.2. Explain the meaning of idioms, adages, and proverbs.3. Understand words by using synonyms, antonyms, and homographs.• Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including transition words.