

GRADE 5 ENGLISH

The purpose of the Fifth-Grade English Program is to provide the student with a thorough knowledge of the English language and to lead him/her to appreciate language as a gift. Grammar/usage and composition are the foundation of this curriculum. It also covers word study, poetry, and literature.

ENGLISH

COMPOSITION

The Student

- * narrows a topic to one specific idea, learns the elements of a good beginning sentence, writes a topic sentence that states the specific idea of the paragraph and catches the reader's interest
- * writes supporting sentences that develop the idea expressed in the topic sentence and arranges them in logical order
- * avoids writing misfit sentences
- * learns the characteristics of and writes a good ending sentence
- * selects an appropriate title that draws attention to the paragraph
- * learns to use exact words and enlivens and expands writing by using colorful verbs, adjectives, adverbs and prepositional phrases
- * learns to combine simple sentences into one sentence using conjunctions
- * recognizes and trims sentences that contain too many ideas
- * learns about varying sentence structure and writes different types of sentences
- * learns various revision techniques to improve a paragraph
- * practices proofreading skills by using specific proofreading symbols
- * uses transition words to indicate the order of steps or events
- * writes a how-to paragraph in step-by-step form using clear, short and simple details so that the reader can easily understand and follow directions in a logical order
- * writes a vivid descriptive paragraph using sense impressions
- * creates a word map and uses an outline to organize information prior to writing a composition or a report
- * writes a report from an outline and lists sources as an important part of research
- * learns the form and parts of a social letter and writes a friendly letter
- * folds a letter and addresses an envelope properly
- * learns the form of a business letter, the reasons for writing a business letter and how to write a business letter

ENGLISH GRAMMAR

The Student

- *classifies a noun as a person, place or thing
- *identifies and writes proper and common nouns
- *identifies the number and gender of nouns

- *learns the rules for forming the plurals of nouns
- *identifies the subject and subjective complement in a sentence
- *identifies a noun in direct address
- *learns that nouns used as subjects and subjective complements and nouns in direct address are in the nominative case
- *identifies the direct object and object of the preposition
- *learns that the direct object and object of the preposition are in the objective case
- *learns that possessive nouns express ownership
- *learns the rules for forming the singular and plural possessive of nouns
- *uses a personal pronoun in place of a noun
- *recognizes a personal pronoun as singular or plural
- *identifies and uses pronouns as the speaker, as the one spoken to, and as the person, place or thing spoken about
- *identifies and uses pronouns as subjects and as subjective complements
- *identifies and uses pronouns as direct objects and as objects of the preposition
- *learns to make the correct choice between a nominative case pronoun and an objective case pronoun in a sentence
- *identifies and uses possessive pronouns correctly
- *uses pronouns in contractions correctly
- *identifies descriptive adjectives in a sentence
- *finds synonyms and antonyms for adjectives
- *recognizes and uses proper adjectives
- *recognizes some common types of limiting adjectives: articles, demonstrative adjectives, and possessive adjectives
- *uses the definite and indefinite articles correctly
- *uses demonstrative adjectives correctly
- *distinguishes between possessive adjectives and contractions
- *recognizes numerical limiting adjectives
- *distinguishes between limiting adjectives and descriptive adjectives
- *learns the proper position of an adjective in a sentence
- *identifies and uses an adjective complement in a sentence
- *recognizes the three degrees of comparison of an adjective
- *learns to form the comparative and superlative degrees of an adjective
- *uses the degrees of comparison correctly in sentences.
- *identifies action and being verbs
- *chooses appropriate action words when writing
- *identifies a verb phrase in a sentence
- *learns that a verb phrase consists of a principal verb and one or more auxiliary verbs
- *learns that verb phrases are often split in interrogative and negative sentences
- *learns the principal parts of a verb
- *learns how a regular verb is formed
- *learns the correct parts of an irregular verb
- *identifies the three simple tenses and uses them correctly
- *learns the function of a linking verb in a sentence

- *learns to use complements correctly in a sentence
- *identifies transitive and intransitive verbs
- *learns that the subject and the verb must always agree in number
- *uses *is/are/am, was/were, doesn't/don't* correctly
- *learns the principal parts of the troublesome irregular verbs and uses them correctly
- *identifies adverbs of time, place, and manner
- *uses adverbs effectively when writing
- *identifies and uses comparative and superlative forms of adverbs
- *uses commonly confused adverbs and adjectives correctly
- *identifies prepositions and prepositional phrases in a sentence
- *uses confusing prepositions correctly
- *identifies and uses adjectival phrases correctly
- *identifies and uses adverbial phrases correctly
- *distinguishes between adjectival and adverbial phrases
- *identifies the conjunctions: *and, but, and or*
- *uses conjunctions to connect subjects, predicates, direct objects, and sentences
- *identifies and interjection and the emotion it expresses
- *learns the essential elements of a sentence
- *identifies the action word as the predicate and the doer of the action as the subject
- *recognizes complete sentences and incomplete thoughts
- *completes a sentence by adding a subject, a predicate, or both
- *combines two simple subjects to form one compound subject
- *combines two simple predicates to form one compound predicate
- *combines two direct objects to form one compound direct object
- *identifies and writes sentences in the natural and the inverted order
- *identifies and writes the four kinds of sentences: declarative, interrogative, imperative, and exclamatory.
- *uses end marks of punctuation correctly

MECHANICS

The Student

- *learns the use of the period, comma, question mark, exclamation mark, apostrophe, quotation marks, and capitalization.

WORD STUDY

The Student

- *learns that synonyms are words that have the same or almost the same meaning
- *learns that antonyms are words that have opposite meanings
- *learns that roots are building blocks for new words
- *adds prefixes and suffixes to roots to create new words
- *identifies the two words that make up a compound word

POETRY

The Student

- *discusses the meaning of poems and explores the patterns and word choices that make these poems effective
- *learns that two lines that follow each other and rhyme form a couplet
- *adds rhyming words to sentences to form couplets
- *practices using imagery to describe a color and writes a poem about that color
- *learns that poets often use a special kind of imagery called simile
- *writes a poem using simile
- *learns that senryu is a kind of Japanese poetry, has a special form and paints a word picture
- *creates a word picture and writes an original senryu
- *learns about kinds of wordplay called alliteration and onomatopoeia
- *writes an original poem using alliteration and onomatopoeia
- *learns about stanzas or verses in a poem
- *writes two stanzas of an original poem about a person, animal or object

LITERATURE

The Student

- *learns to appreciate that a story can be told through letter writing using “Dear Mr. Henshaw” by Beverly Cleary, and recognizes relationships among characters
- *learns to appreciate autobiography as a form of literature and recognizes how the use of first person narrative reveals the thoughts and feelings of the narrator using “Fastball” by Bob Feller
- *learns to appreciate fantasy using “Milo” by Norton Juster and recognizes the importance of using adjectives to enhance a story
- *learns to appreciate history writing using “The Walk toward Oregon” by R. Conrad Stein
- *learns to appreciate literature dealing with scientific subjects using “Dinosaurs on Display” by Judy Cutchins and Ginny Johnston
- *learns to appreciate the folktale as a literary form using “The Cricket’s Supper” by Bertha McKee Dobie
- *learns to appreciate the short story as a literary form and realizes that something worth achieving requires determination and practice using “The Marble Champ” by Gary Soto
- *learns to appreciate drama as a form of literature and realizes the importance of justice for all persons using “A Dream That Changed History” by June Behrens

METHODS AND STRATEGIES OF THE ENGLISH CURRICULUM

- *Textbook with resource materials
- *Teacher-led instruction
- *Practice exercises
- *Diagramming sentences
- *Co-operative learning groups
- *Writing process (plan, draft, revise, proofread, publish)
- *Peer editing
- *Oral presentation by students
- *Games
- *Homework
- *Grammar assessments and composition

TEXTBOOKS FOR THE ENGLISH CURRICULUM

- | | | |
|---------------------------------------|--------------|----------------|
| * <u>Voyages in English</u> | Loyola Press | Copyright 1995 |
| * <u>Exercises in English</u> Level F | Loyola Press | Copyright 2003 |

SUPPLEMENTAL MATERIALS

- *Merriam Webster Dictionary
- *Thesaurus
- *Sadlier-Oxford

GRADE FIVE MATHEMATICS CURRICULUM

The purpose of the Fifth Grade Mathematical Program is to teach a combination of computation and problem solving skills with a special emphasis on fractions. These skills are taught through the use of manipulatives, drill, practice, cooperative learning, lectures, writing, and real world problem solving. Through the various methods the student learn the necessary content of the fifth grade math program.

COMPUTATION

UNDERSTANDING NUMBERS

The Student:

- *Identifies the value of a number to the billions place
- *Identifies the value of a decimal to the thousandths place
- *Compares and orders whole numbers, decimals, and fractions
- *Identifies the greatest common factor
- *Identifies the least common multiple
- *Simplifies a fraction
- *Writes ratios

ADDITION

The Student:

- *Adds whole numbers with four and five digits
- *Adds decimals to the thousandths place
- *Adds fractions and mixed numbers
- *Estimates sums of whole numbers, decimals, and fractions

SUBTRACTION

The Student:

- *Subtracts whole numbers with regrouping
- *Subtracts decimals to the thousandths place
- *Subtracts fractions and mixed numbers
- *Estimates the differences of whole numbers, decimals, and fractions

MULTIPLICATION

The Student:

- *Multiplies whole numbers to the hundreds place
- *Uses multiplication patterns for whole numbers and decimals
- *Multiplies decimals to the thousandths place
- *Multiplies a decimal with a decimal
- *Multiplies fractions and mixed numbers
- *Estimates products for whole numbers, decimals, and fractions

DIVISION

The Student:

- *Divides whole numbers with one digit and two digit divisors
- *Uses division patterns for whole numbers and decimals
- *Divides decimals by whole numbers
- *Divides fractions
- *Estimates quotients for whole numbers and decimals

PROBLEM SOLVING

The Student:

- *Uses number sense to solve word problems
- *Chooses the correct operation to solve word problems
- *Identifies extra information in word problems
- *Uses estimation to solve word problems
- *Finds needed information to solve a word problem
- *Solves a multi-step word problem
- *Uses the guess, check, and revise method to solve a word problem
- *Identifies patterns to solve a word problem
- *Works backwards to solve a word problem
- *Creates a table to solve a word problem
- *Draws a diagram to solve a word problem
- *Makes an organized list to solve a word problem

GEOMETRY

The Student:

- *Knows the geometric terms
- *Measures angles
- *Identifies plane figures
- *Recognizes symmetry
- *Recognizes sides, flips, and turns of a slope
- *Identifies congruent and similar figures

MEASUREMENT

The Student:

- *Measures length in standard and metric forms
- *Estimates length in standard and metric forms
- *Determines time and elapsed time
- *Calculates the circumference of a circle
- *Calculates the perimeter and area of a shape
- *Calculates the mean, median, mode, and range of a set of numbers
- *Determines the volume of a 3 dimensional figure
- *Measures metric capacity and mass
- *Converts standard and metric measurements

TABLES AND GRAPHS

The Student:

- *Analyzes and uses a frequency table
- *Analyzes, uses, and makes a line graph
- *Analyzes uses and creates bar graphs, pictographs, and circle graphs
- *Reads a coordinate graph

METHODS AND STRATEGIES OF THE MATH CURRICULUM

- *Manipulatives
- *Practice exercises
- *Writing mathematical ideas
- *Teacher presentation
- *Class discussion
- *Games
- *Drill exercises
- *Written assignment
- *Co-operative learning
- *Problem-solving activities

TEXTBOOK FOR THE MATHEMATICS CURRICULUM

Mathematics

Silver Burdett Ginn

Copyright 2001

SUPPLEMENTAL MATERIALS

Daily Review

Silver Burdett Ginn

Copyright 1999

Problem Solving Connection

Charlesbridge Publishing

Copyright 1992

GRADE 5 READING CURRICULUM

The purpose of the Fifth Grade Reading Program is to deliver research-based reading instruction using literature that motivates students and develops high levels of reading proficiency. A variety of reading strategies are taught and practiced to develop comprehension and fluency.

READING

READING STRATEGIES

The Student:

- *Learns how to predict and infer
- *Learns and practices self questioning to stay involved
- *Learns how to monitor and clarify
- *Learns how to decode using principles of phonics
- *Learns and practices how to summarize
- *Learns to evaluate the text

COMPREHENSION

The Student:

- *Identifies sequence of events
- *Identifies text organization
- *Learns to categorize and classify
- *Identifies fact and opinion
- *Identifies story structure
- *Identifies and differentiates topic, main idea, and supporting details
- *Identifies author's viewpoint
- *Identifies cause and effect
- *Learns and practices how to follow directions
- *Learns and practices problem solving and decision making
- *Learns and practices comparing and contrasting
- *Identifies the structure of the story
- *Learns and practices how to draw conclusions
- *Learns and practices how to make judgements and generalizations

DECODING

The Student:

- *Identifies base words
- *Applies syllabication
- *Decodes compound words
- *Identifies possessives and contractions
- *Identifies consonant clusters
- *Identifies prefixes and suffixes

VOCABULARY

The Student:

- *Learns and applies dictionary and thesaurus skills
- *Identifies homophones, synonyms, and antonyms
- *Learns the positive and negative connotation of words
- *Learns and uses the strategy to solve an analogy
- *Recognizes word histories and what they tell

LISTENING, SPEAKING, AND VIEWING

The Student:

- *Participates in class discussion of story
- *Learns guidelines for holding a conversation
- *Learns and practices oral presentations
- *Practices introducing themselves and others
- *Practices conflict resolution skills

INFORMATION AND STUDY SKILLS

The Student:

- *Learns how to read maps, graphs, and charts
- *Learns how to evaluate reference sources
- *Learns how to use parts of a book and the index

METHODS AND STRATEGIES OF THE READING CURRICULUM

- *Oral and silent reading
- *Check for understanding through oral and written questioning
- *Practice exercise
- *Small group and whole class discussions
- *Role playing
- *Vocabulary drills
- *Theme paperbacks
- *Library skills
- *Comprehension Tests

TEXTBOOK FOR THE READING CURRICULUM

A Legacy of Literacy

Houghton-Mifflin

Copyright 2001

SUPPLEMENTAL MATERIALS

Reading Comprehension
in Varied Subject Matter

Educators Publishing House

Copyright 1998

GRADE 5 RELIGION CURRICULUM

The Fifth Grade Religion Program is based on Scripture and rooted in the teachings of the Catechism of the Catholic Church with special emphasis on the sacramental life of the Church. Topics on Church, Trinity, and Morality are interwoven throughout the program.

SACRAMENTS

CELEBRATION OF LIFE

The Student:

- *Understands that God is with us and acting for our good
- *Understands that things are signs of God's love
- *Understands that places are signs of God's presence
- *Understands that time is a constant sign of God's presence
- *Understands that people are images of God's love

JESUS

SACRAMENT OF GOD'S PRESENCE

The Student:

- *Understands and appreciates the actions of Jesus
- *Learns to recognize Jesus as a sacrament of God
- *Learns that Jesus teaches God's word
- *Learns that Jesus heals with God's power
- *Learns that Jesus brings us to God in prayer

THE CHURCH

SACRAMENT OF CHRIST'S PRESENCE

The Student:

- *Understands and appreciates the Church
- *Understands that Christ teaches, heals, and prays through the Church
- *Understands that the Church is the sacrament of Christ in the world

SACRAMENTS OF INITIATION

The Student:

- *Understands and appreciates the sacraments of initiation
- *Understands that the Church celebrates seven sacraments
- *Understands that Baptism is a sacrament of welcome
- *Understands that Confirmation is the sacrament of the Holy Spirit
- *Understands that the Eucharist is a sacrament of unity and love

SACRAMENTS OF HEALING AND COMMITMENT

The Student:

- *Understands and appreciates the sacraments of healing and commitment
- *Understands Reconciliation is a sacrament of forgiveness
- *Understands Anointing of the Sick is a sacrament of healing
- *Understands Holy Orders is a sacrament of service
- *Understands Marriage is a sacrament of love

CELEBRATING THE JOURNEY

The Student:

- *Learns the holy days of the church
- *Learns what Catholics believe
- *Learns how Catholics worship, live, and pray

METHODS AND STRATEGIES OF THE RELIGION CURRICULUM

- *Read text followed by class discussion
- *Read Bible stories followed by class and small group discussions
- *Songs and Prayers
- *Games and role playing
- *Small projects
- *Participation in liturgical events, praying the rosary and stations of the cross

TEXTBOOK FOR THE RELIGION CURRICULUM

This Is Our Faith	Silver Burdett Ginn	1998
Benziger Family Life 5	Benziger Publishing Co.	1995

SUPPLEMENTAL MATERIALS

New American Bible

GRADE FIVE SPELLING CURRICULUM

The purpose of the Fifth Grade Spelling Curriculum is to help students learn the important content-area words for their grade level and to reinforce each strategy with additional words above and below grade level.

SPELLING

SPELLING AND THINKING

The Student:

- *Reads the spelling words in list form and in context
- *Sorts the words according to long and short vowel sounds
- *Reads and remembers the spelling strategy
- *Sorts the spelling words according to how their abbreviations are formed
- *Sorts the spelling words according to their language of origin
- *Sorts the spelling words into pairs of synonyms and pairs of antonyms
- *Sorts the spelling words according to the suffixes
- *Sorts the spelling words according to the number of syllables each contains

SPELLING AND VOCABULARY

The Student:

- *Writes spelling words that match meanings
- *Substitutes syllables to create spelling words
- *Transcribes phonetic spellings
- *Completes sentences using spelling words
- *Match spelling words to clues
- *Identifies the parts of speech of spelling words
- *Completes analogies using spelling words
- *Uses spelling words in sentences
- *Replaces words and phrases with spelling words
- *Uses spelling words to complete rhymes
- *Groups spelling words in categories
- *Matches state names to clues
- *Identifies state names by scrambled letters
- *Forms plurals to make spelling words
- *Alphabetizes spelling words

METHODS AND STRATEGIES OF THE SPELLING CURRICULUM

- *Phonetic approach
- *Practice exercises
- *Games and Puzzles
- *Board Work
- *Weekly Tests

TEXTBOOK FOR SPELLING CURRICULUM

Spelling Connections

Zaner Bloser

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GRADE 5 SOCIAL STUDIES CURRICULUM

The purpose of the Fifth Grade Social Studies Program is to build on major understandings and skills acquired and to build on these skills. Students can integrate major understandings, skills and their own experiences. Through various strategies students learn to organize their thinking and develop competencies they will need as citizens in a diverse and changing world.

SOCIAL STUDIES

GEOGRAPHY

The Student:

- *Identifies North and South Poles
- *Identifies equator and prime meridian
- *Identifies hemispheres
- *Understands the purpose and use of maps
- *Identifies location by using lines of latitude and longitude
- *Distinguishes between relief and elevation
- *Distinguishes between cardinal and intermediate directions
- *Identifies map symbols
- *Recognizes physical features (landforms and bodies of water)

HISTORY

The Student:

- *Recognizes time patterns and relationships among events
- *Identifies the importance of individuals and groups in time and place
- *Identifies the importance of events in time and place
- *Recognizes the spread of origins and their influence
- *Understands the connection between past and present
- *Understands times in which people lived

GOVERNMENT

The Student:

- *Recognizes patriotic identity
- *Understands democratic principles and values
- *Understands the rights freedoms and responsibilities of citizens
- *Understands the purposes of government
- *Explains the different types of government
- *Recognizes democratic institutions
- *Understands the democratic process

ECONOMICS

The Student:

- *Understands economic choices
- *Explains dependence and interdependence
- *Understands productivity and economic growth

CULTURE

The Student:

- *Understands cultural identity and diversity
- *Understands social organizations and institutions
- *Understands the influence of art and literature

METHODS AND STRATEGIES OF THE SOCIAL STUDIES CURRICULUM

- *Teacher presentations
- *Uses maps to locate
- *Uses globes to locate
- *Class discussion
- *Written assignments
- *Games
- *Co-operative learning
- *Problem solving activities

TEXTBOOK FOR THE FIFTH GRADE SOCIAL STUDIES CURRICULUM

Early United States Harcourt Brace Copyright 2000

GRADE 5 SCIENCE CURRICULUM

The purpose of the Fifth Grade Science Program is to promote skills to learn about our universe, our world, and our lives. The program fosters an attitude of curiosity and a desire for understanding. It stimulates children to channel their curiosity to find answers to the why, the how and what of their world. The students link prior knowledge to build an increasing sense of how scientific information fits together and how it relates to their experiences.

LIFE SCIENCE

UNDERSTANDING ANIMALS AND PLANTS

The Student:

- *Identifies the five kingdoms and their characteristics
- *Learns to classify invertebrates
- *Identifies the six major groups of invertebrates
- *Recognizes the characteristics of each major group of invertebrates
- *Learns about plant growth and adaptations

HUMAN BODY

The Student:

- *Learns about the skeletal system
- *Explains the function muscles tendons and ligaments
- *Identifies major bones in the body
- *Learns about the control systems
- *Identifies the parts of the brain and their function
- *Understands the endocrine system and its function

PHYSICAL SCIENCE

UNDERSTANDING MATTER

The Student:

- *Learns to classify matter
- *Understands the set up of the periodic table
- *Recognizes the difference between a physical and chemical change
- *Identifies twelve elements by their symbol
- *Distinguishes between mixtures and solutions
- *Explains motion and force
- *Identifies the relationship between speed and friction
- *Demonstrates buoyancy
- *Explains magnetism

METHODS AND STRATEGIES OF THE SCIENCE CURRICULUM

- *Uses lab materials to understand concepts
- *Teacher-led presentations
- *Class discussions
- *Written assignments
- *Co-operative learning
- *Problem-solving activities

TEXTBOOK FOR GRADE FIVE SCIENCE CURRICULUM

Science Horizons

Silver Burdett and Ginn

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