

AIS Language Curriculum Overview Grade 5

Oral Language: *Speaking*

- match message, voice, expression, and tone to audience and purpose
- prepare a formal presentation, following an outline that includes an introduction, a logically developed body and an effective conclusion
- plan and shape presentations to achieve particular purposes or effects and use feedback from rehearsals to make modifications
- deliver clear, coherent formal and informal presentations that use pace, clarity and voice projection expressively to enhance meaning and are appropriate to audience and purpose, (e.g. deliver persuasive presentations)

Oral Language: *Listening*

- paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose
- evaluate the quality of a speaker (e.g., organization of information for audience and purpose, correct language and grammar, voice modulation, ton, and pacing)

Reading: *Comprehension*

- interact with the words, pictures and concepts in a text to construct meaning
- make and confirm informed predictions while reading using pictures clues, title, text and/or prior knowledge
- relate prior knowledge to make connections to text (text to text/media, text to self, text to world)
- form and represent mental pictures to aid and demonstrate understanding of text
- make inferences and draw conclusions from the text by connecting prior knowledge and information from the text, as well as respond to new information in the text in different ways (paragraphs, outlines, timelines or graphic organizers).
- generate questions about text (e.g. factual, inferential and evaluative).
- summarize by recognizing main ideas, key concepts, key actions and supporting details in fiction and non-fiction.
- summarize and paraphrase information in different ways (paragraphs, outlines, timelines or graphic organizers).
- distinguish between fact and opinion in non-fiction text and fiction.
- identify beginning, middle, elements of plot, setting scene, rising action, climax, falling action and sequence of events.
- support ideas and arguments by reference to relevant aspects of the text or issues across text.
- analyze the causes, motivations, sequences and results of events from a text.
- analyze characters including traits, relationships, feelings and development of the text.
- identify and analyze relevant information from pictures, captions, diagrams, charts, graphs, table of contents, indices, glossaries, heading and subheadings.

- independently locate facts from non-fiction materials (i.e. newspapers, magazines, picture books, grade level informational books, biographies, Internet and other resources).
- recognize structural patterns in non-fiction.
- read and follow multi step instructions with modifiers, i.e. before, after and unless.
- monitoring and correction strategies: Clarifying meaning by rereading, questioning and modifying predictions.
- monitoring and correction strategies: Apply basic use of semantics, and graphophonic cues to gain meaning from text. (Examples semantic – Does it make sense? Example syntactic – Does it sound right? Example graphophonic – Does it look right?)
- compare and contrast the actions, motives and physical attributes of characters in a work of fiction and discuss the importance to the plot or theme.
- identify different genres, purposes and defining characteristics of poems, fairy tales, realistic fiction, fantasy fables, tall tales, myths, legends, biographies, historical fiction, science fiction and informational text

Reading: *Fluency*

- identify words rapidly so that attention is directed at the meaning of the text
- read regularly in independent-level text (text in which no more than 1 in 20 words is difficult for the reader), fluently and accurately, and with appropriate rate, change voice and expression
- read regularly in instructional-level texts (texts in which no more than 1 in 10 words are difficult for the reader)
- engage in repeated readings of the same text to increase fluency
- increase silent reading speed through daily independent reading

Reading: *Vocabulary*

- develop and expand knowledge of words and word meaning to increase vocabulary
- develop a rich personal vocabulary and the knowledge to use it through reading, listening to a variety of literature, discussion, explanation and practice
- learn and identify new words by applying knowledge of grade level synonyms, antonyms, homonyms and multiple meaning words to determine the meaning of unknown words and phrases.
- independently use multiple resources (thesaurus, glossary, dictionary) to determine the meanings and pronunciation of unknown words and concepts.
- extend vocabulary by analyzing the meanings of prefixes and suffixes.
- apply knowledge of root words to determine the meaning of unknown words within a passage.
- use knowledge of word parts and word relationships, as well as context cues, to determine the meanings of specialized vocabulary and to understand the precise meaning of grade level appropriate words.
- use prior knowledge and context to understand and explain the figurative language (similes, metaphors, idioms, personification).

- use word origins and word parts to analyze the meaning of complex words

Writing: *Writing Process*

- revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas

Writing: *Content and Organization*

- convey voice and demonstrate an awareness of audience
- establish coherence within and among paragraphs through effective transitions
- write relating a clear, coherent incident, event, or situation by using well-chosen details; reveal the significance of, or the writer's attitude about, the subject; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, comparison or contrast of characters)
- write poetry that effectively uses cadence, imagery, and other poetic devices
- recognize and use figurative language to enhance writing, for example, similes, metaphors, idioms, alliteration

Writing: *Conventions*

- use formal and informal English appropriate to audience and circumstance
- identify and use a variety of sentence structures
- edit written work to reflect appropriate and effective grammar, spelling, and correct use of punctuation and capitalization
- produce legible, correctly formatted work

Writing: *Spelling*

- use standard spelling for most words and use appropriate resources to check spelling

Writing: *Handwriting*

- use correct pencil grip
- adopt a comfortable sitting position for writing
- form lower case letters correctly
- join letters correctly
- consistently write in cursive
- form and use upper case letters correctly
- develop a legible, consistent writing style
- use correct formation of question marks, exclamation marks, commas, speech marks
- leave the appropriate gap between words (about two letters)
- develop a legible, consistent writing style

Viewing and Presenting

- recognize the different ways media products reflect the society for which they were created
- identify examples of bias in the media
- analyze strategies employed by the media to inform, persuade, entertain, and transmit culture

Research Skills

- plan and conduct multiple-step information searches using print and multimedia resources
- use research information, sources, etc. to substantiate original thought (e.g. exhibition)
- understand the structure and organization of (and use) almanacs, periodicals, search engines and directories, and web reference sites
- prepare reports or research presentations that define a topic or idea; record important ideas, concepts, direct quotations from significant information sources; paraphrase and summarize relevant perspectives on the topic; and organize and record information (e.g. charts, graphs)
- use a variety of primary and secondary sources, determining the nature and usefulness of each
- provide a formal bibliography using a standard format