

Language Arts – Fifth Grade

2007-2008

Introduction:

The Language arts teachers of NCA recognize that the ability to communicate is a God given gift. Through this course, the students will be taught the skills of reading, writing, spelling, listening and speaking. The selected vocabulary words increase word awareness and reading comprehension in order to strengthen the ability to speak and to write with clarity. This course emphasizes the system and underlines of language. The spelling curriculum is designed to assist the student learn to spell words most frequently used at this grade level. Lessons in the Language Arts Program are designed to incorporate vocabulary development, grammar, dictionary skills, and research skills involving use of encyclopedia as well as the internet, and composition; including creative writing, paragraph and essays. A balance also exists in activities designed to be done independently, cooperatively, and competitively. This system helps the student understand that language, a gift from God, reflects the orderliness of His nature, and that these skills are necessary for all students to communicate in the world.

I. Course Goals

To help the student to understand that language, a gift of God, shows the godly characteristic of orderliness, reasonableness, and creativity.

- A. To recognize, understand and properly use grammar, vocabulary, spelling, and syntax, and other language tools for improved communication in both written and oral form.
- B. To recognize and write correct sentences.
- C. To develop in the students a fuller knowledge of the eight parts of speech and define basic sentence types.
- D. To help the students to find information in the dictionary, thesaurus, research materials, and library.
- E. To recognize sentence fragments.
- F. To use phonetics analysis, structural analysis, sight words, and context clues to enhance and explain vocabulary and spelling.
- G. To review and use capitalization and correctly apply punctuation rules.
- H. To develop an appreciation of various types of literature.
- I. To build comprehension skills on a variety of levels including:
 1. Literal
 2. Critical
 3. Interpretative
 4. Appreciative
- K. To enjoy reading for the sheer pleasure of a good book

II. Biblical Goals

- A. The student will learn to appreciate the history and origin of words as God's gift of communication in both written and oral form.

- B. This course will allow the student to use language as a tool for communicating God's word to others.
- C. The student should develop values and attitudes that reflect Biblical truths being emphasized.
 - 1. Gift of salvation
 - 2. Separation from the world
 - 3. Son ship – servant principle needed for habits of holiness
 - 4. A life characterized by love fro others
 - 5. Call for a consecrated life
 - 6. Gratitude for God's grace
 - 7. Christians prevailing by God's power
- D. Recognize unbiblical themes and demonstrate an understanding of how these views contradict the Word of God.
- E. Analyze a work of literature from a Biblical world view.

III. Instructional Objectives

- A. Spelling:
The student will identify and spell words with:
 - 1. Consonants and short vowels
 - 2. Long vowels
 - 3. Vowel digraphs
 - 4. *Schwa* sounds
 - 5. *R*-controlled *o*
 - 6. *Tion* and *sion*
 - 7. Variant consonant pronunciations when followed by *i* or *u*
 - 8. Accented and unaccented syllables
 - 9. Homographs and homophones
 - 10. Prefixes and suffixes
 - 11. Consonant digraphs, clusters, and silent letters
- B. Grammar/Composition
The student will:
 - 1. Use precise words
 - 2. Use synonyms, antonyms, and homonyms
 - 3. Use reference books
 - 4. Make subjects and verbs agree
 - 5. Use troublesome words correctly
 - 6. Use modifiers correctly
 - 7. Master subjects and predicates
 - 8. Recognize and use all eight parts of speech
 - 9. Diagram sentences
 - 10. Recognize complements
 - 11. Recognize and write complete sentences
 - 12. Recognize and correct sentence fragments
 - 13. Recognize and write different kinds of sentences
 - 14. Write friendly letters, business letters, thank-you notes, and post

- cards
15. Using the writing process of prewriting, composing, evaluating, revising, editing and publishing.
 16. Develop writing paragraphs with a topic sentence, a concluding sentence, and support sentences.
 17. Write a variety of paragraphs:
 - a. descriptive
 - b. persuasive
 - c. expository
 - d. narrative
 18. Write a research report with:
 - a. opening introductory paragraph or thesis statement.
 - b. transitional sentences
 - c. support paragraphs with facts
 - d. a concluding paragraph
 19. Write and give oral reports.
 20. Practice all capitalization and punctuation rules.

C. Reading

The student will:

1. Develop study skills by means of using:
 - a. Reference books
 - b. City maps
 - c. Schedules
 - d. Card catalogues
 - e. Diagrams
 - f. Cross references
 - g. Encyclopedia review
 - h. Map and map scales
 - i. Atlases
 - j. Graphs
 - k. Dictionaries
 - l. Note taking
 - m. Bible study
 - n. Skimming and scanning
 - o. Interview notes
 - p. Interview notes organization
 - q. Observation skills
 - r. Newspaper scanning
 - s. A thesaurus
 - t. Encyclopedia research
 - u. Card catalog research
 - v. Note cards
2. Comprehend literal meaning demonstrated by:
 - a. Following directions
 - b. Sequencing events
3. Comprehend interpretive meaning demonstrated by:

- a. Evaluating character attitudes
- b. Analyzing problems and solutions
- c. Finding morals of the story
- d. Finding main ideas
- e. identifying changing and unchanging characters
- f. Evaluating time-place relationships
- g. Identifying topic sentences
- h. Interpreting allegory
- i. Using idioms
- j. Analyzing emotional responses of character
- 4. Comprehend critical meaning demonstrated by:
 - a. Comparing and contrasting literary information
 - b. Recognizing story outcome
 - c. Identifying right and wrong kinds of humor
 - d. Comparing story plot
 - e. Gathering evidence to support a conclusion
 - f. Classifying
 - g. Generalizing about characters
 - h. Recognizing valid points
 - i. Recognizing good vs. evil
 - j. Making good judgments
- 5. Recognize and use the following literary devices:
 - a. Author's purpose
 - b. Metaphors
 - c. Climax
 - d. Dialect
 - e. First-person point of view
 - f. Figurative language
 - g. Recognizing viewpoint as opinion
 - h. Elements of the plot
 - i. Setting
 - j. Flashback
 - k. Puns and word plays
 - l. Elements of fanciful fiction
 - m. Character stereotypes
 - n. Foreshadowing
 - o. Plot structure
 - p. Personification
 - q. Genre
 - r. Character sketches
- 6. Appreciate the value of literary genre, including:
 - a. Fables and folktales
 - b. Classics
 - c. Fiction and nonfiction
 - d. Legends
 - e. Parables

7. Decode words using the following:
 - a. Letter-sound association for the following:
 1. Long vowel sounds
 2. Short vowel sounds
 3. R-influenced vowel sounds
 4. Vowel digraphs
 5. Consonant sounds
 - b. Structural Analysis Lessons
 - c. Syllabication in words with affixes
 - d. Syllabication in compound words
 - e. Syllable division
 - f. Syllabication, stress, and schwa
8. Oral communication through storytelling

IV. Methodology

A. Spelling/Word Study

1. Activities found in student workbook include:
 - a. Sound-letter relationships
 - b. word facts
 - c. Visual memory
 - d. Rhyming words
 - e. Context clues
 - f. Grammar skills
 - g. Acrostics
 - h. Vocabulary development
 - i. Creative writing
 - j. Crossword puzzles
 - k. Proofreading
 - l. Dictionary skills
 - m. Board work and homework using spelling words
 - n. Oral drill using spelling words

B. Reading

1. Independent reading selections
2. Oral and silent reading
3. Literature
4. Discussion
5. Book reports
6. Oral reports
7. Vocabulary definitions in context and through use of reference material
8. Accelerated Reader program
9. Video
10. Role Playing
11. *Book It!* Program
12. Read to Succeed Program
12. Work text and worksheet exercises
13. Memorization of poetry

- 14. Vocabulary stories
- C. Grammar
 - 1. Group discussion
 - 2. Large/small group activities
 - 3. Workbook pages/worksheets
 - 4. Creative writing
 - 5. Peer tutoring
 - 6. Oral reports
- D. Composition
 - 1. Group discussion
 - 2. Note taking
 - 3. Outlining
 - 4. Book reports
 - 5. Sentences – simple and complex
 - 6. Building paragraphs
 - 7. Use of colorful words, details, transition words
 - 8. Dialogue
 - 9. Descriptive paragraph
 - 10. Persuasive paragraph
 - 11. Character sketches
 - 12. Research papers
 - 13. Learning activity – written, oral
 - 14. Poetry

SCOPE AND SEQUENCE

- A. Unit I – Review – Writing Sentences, Develop Study Skills, Reading techniques
 - 1. Goals – Student will:
 - a. Review/learn to write sentences.
 - b. Practice organizational skills.
 - c. Understand/examine reading techniques, strategies and sources.
 - d. Read fluently, smoothly, with comprehension.
 - e. Spell list words correctly.
 - f. Understand reading strategies – use text organizers.
 - 2. Objectives – Student will:
 - a. Write basic sentences.
 - b. Write expanded sentences including adjectives, adverbs, prepositions.
 - c. Use correct grammar, proper mechanics including punctuation, capitalization and spelling.
 - d. Organize and file daily student work.
 - e. Read aloud smoothly with expression.
 - f. Answer comprehension questions.
 - 3. Time – 2 ½ weeks
 - 4. Evaluation

- a. Expressiveness of the sentences.
- b. Correct format of sentences.
- c. Fluent oral reading with comprehension.
- d. Spell list words correctly.

Headings, graphic features, table of contents and glossary, to locate and organize information

5. Time – 2 weeks
- B. Unit 2
1. Goals – The student will understand how to:
 - a. Compare a 3-5 sentence paragraph, spell list words correctly and demonstrate how to read and analyze fiction for pleasure and information.
 - b. The student will be acquainted with verbs – action, helping and linking verbs.
 2. Objectives – The student will:
 - a. Spell list words with the sound of l, s, z, zh.
 - b. Write a 3-5 sentence descriptive paragraph including a topic sentence, support sentences and a concluding sentence.
 - c. Proofread their own writing and that of peers for punctuation, capitalization and clarity.
 - d. Write a short form book report.
 - e. Recite for memory prepositions and highlight prepositional phrases in the sentences and articles.
 - f. Identify elements of fables, folktales.
 - g. Write a fable.
 - h. Expand vocabulary and dictionary skills by defining unfamiliar words.
 - i. Read regularly in independent level materials – ie. Accelerated Reading.
 - j. In selected texts manner that reflects an understanding of the text and variations of voice to engage the listener.
 - k. Recite helping and linking verbs, be able to identify and to underling these verbs in a sentence.
 3. Time – 2 weeks
 4. Evaluation/Assessment as list
- Unit 3
1. Goals – The student will:
 - a. recall nouns, exemplify correct spelling, write with increasing sophistication, to read, analyze, compare, contrast a variety of genres, and to expand vocabulary through context and use of dictionary and thesaurus.
 - b. expand study skills.
 - c. will apply standard grammar and communication practices.
 2. Objectives - The student will:
 - a. Accurately spell words with the sounds of sh, and review past list of words.
 - b. Identify nouns and the correct form of nouns in a sentence.

- c. Identify common, proper, plural nouns and noun usage.
 - d. Write in complete sentences.
 - e. Write a character sketch of young man in Hatcher.
 - f. Summarize and organize information by outlining ideas, taking notes, using the History text as well as from selected material.
 - g. Read and enjoy selected novel – Hatcher for story elements such as: plot development, characterization, setting and theme.
 - h. Read independently.
3. Time: 2 – 2 ½ weeks

Unit 4

- 1. Goals – The student will:
 - a. become acquainted with and expand study skills through references/research tools, note taking and outlining.
 - b. understand and apply correct grammar in written expressions.
 - c. identify and analyze correct spelling in written work.
 - d. identify and analyze fiction for comprehension and enjoyment.
- 2. Objective – The student will:
 - a. Spell words with the letters sc, gn, wr and tch.
 - b. Recognize simple and compound subject and verbs.
 - c. Diagram sentences.
 - d. Write a paragraph with emphasis on opening and concluding sentences, summarizing an article.
 - e. Write a vocabulary story using vocabulary words from History and Reading.
 - f. Read the novel Hatcher for plot development, characterization, setting, theme and pleasure.
 - g. Write a character sketch.
- 3. Time: 2-3 weeks
- 4. Evaluation and assessment from student participation, worksheets, oral reading, tests, quizzes, written compositions.

Unit 5

- 1. Goals – The student will:
 - a. Recall and apply spelling and grammatical mechanics to written work.
 - b. Comprehend reading material found in stories and in History textbooks.
 - c. Become acquainted with persuasive and descriptive paragraphs, book reports.
 - d. Recognize elements of poetry.
- 2. Objectives – The student will:
 - a. Spell accurately words with ear, are, air, long e sounds, review past list words.
 - b. Read all types of poetry selections to enjoy.
 - c. Recognize poets’ use of figurative language, rhythm, meter, rhyme.
 - d. Write poems, limerick, laky, linguistics, lyric poem using colorful modifiers, sensory details and figurative language.

- e. Write, edit and publish a book report including a character description and a plot summary
- f. Write persuasive articles such as: advertisements, arguments .
- g. Listen to, identify and analyze a speaker's persuasive technique.
- h. Read independently for vocabulary expansion and comprehension.
- i. Use grammar mechanics currently in writing sentences.
- j. Correctly format a title page and bibliography for the report.

3. Time – 3 weeks

4. Evaluation

Unit 6

1. Goals – The student will:

- a. Recognize the elements of a general research paper using resource materials.
- b. Exemplify grammatical study skills.
- c. Spell proficiently in all written expression.
- d. Understand how to write business and friendly letters, thank you notes, postcards.
- e. Demonstrate writing these statements, paragraphs with main ideas, transitional statements and concluding paragraphs.

2. Objectives:

- a. Create a title page, bibliography in correct format.
- b. Conduct research – outline, take notes from relevant and authoritative sources.
- c. Define vocabulary words.
- d. Summarize and organize ideas and information with informative communication skill such as diction, clarity and purposeful reporting of findings.
- e. Read independently for pleasure and comprehension.
- f. Read for information to draw conclusions and to compile information.
- g. Write business and friendly letters, address an envelope.
- h. Spell words with the long o sound, vowel digraphs ei, ie, are, air, oo, ew, ue, ui – Lessons 13, 14, 15, 16.

3. Time – 4 weeks

4. Evaluation

Unit 7

1. Goals – The student will:

- a. Spell proficiently and accurately in all written expressions.
- b. Develop an understanding and proper use of grammar/parts of speech.
- c. To increase knowledge of his/her own cultures, culture of others.
- d. Demonstrate effective communication skills through written and oral expression.

2. Objectives – The student should be able to:

- a. Spell proficiently words with diagraph sounds ai, ay, oi, oy, diphthongs ou, ow, prefixes ir, in, it, im, de, pre, pro, con com, mis – Less. 17, 18, 19, 20, 21.

- b. Black history – write a research paper on an African-American contribution, create a format to articulately and appropriately share the information in a venue of their choice.
- c. Read for information and pleasure.
- d. Use pronouns, conjunctions and modifiers such as adjectives and adverbs correctly – Unit 5, 6, 7.
- e. Analyze fiction dealing with courage for comprehension, plot development such as: Number the Stars, Door in the Wall, River Crossing.

3. Time – 5 weeks

4. Evaluation

Unit 8

1. Goals – The student will:

- a. Understand the process of writing expressively and grammatically correct.
- b. Spell accurately.
- c. Understand and analyze fiction.

2. Objectives – The student should be able to:

- a. Demonstrate mastery of prepositional phrases, punctuation, capitalization, parts of speech.
- b. Spell correctly words with prefixes, ant, counter, super, sub, trans, sem, uni, mono, bi, tri, mid, Lessons 23, 24, and 25.
- c. Identify and correctly use quotations, apostrophes, end marks in dialogue and other written expressions such as a conversation or play.
- d. Read independently for enjoyment.
- e. Write an expository paragraph.

3. Time – 3 weeks

4. Evaluation

Unit 9

1. Goals – The student will:

- a. Exemplify accurate spelling.
- b. Apply standard grammar and usage to communicate clearly and effectively in writing.
- c. Be able to understand elements of a story such as: conflict, setting, plot development, resolution.
- d. Demonstrate the ability to use the writing.

2. Objectives – The student should be able to:

- a. pre-write, draft, revise, edit and proofread.
- b. spell accurately words with suffixes or, er, ist, logy, oloty, er, nest, ness, able, ible, ful, hood, ship, ment, ion, ation, ance, ence, ui, ity. Lessons 26, 27, 28, 29, 30.
- c. identify direct and indirect objects.
- d. write and create a story to be edited and published for Young Authors.
- e. read independently.
- f. read a variety of literary works to identify facts, opinions, elements of a story.

3. Time – 5 weeks
4. Evaluation

Unit 10

1. Goals – The student will:
 - a. Recognize and read various genre such for pleasure and information
 - b. Exemplify proficiency in spelling.
 - c. Recognize appropriate organizing principles to govern the structure of an essay and in individual paragraphs.
2. Objectives – The student should be able to:
 - a. Spell words: with double final consonants adding suffixes and endings, adding suffixes with plurals ending in y – Less 32, with plurals ending in f, fe, and o – Lesson 33 that are homonyms “challenging words” Lesson 34 that are abbreviations of words, lesson 35 – Review.
 - b. Write expressively using writing prompts, appropriate grammar and spelling.
 - c. Read independently for enjoyment and comprehension.
 - d. Read and analyze stories and novels to be able to identify main ideas, genre, and elements of a story.
 - e. Listen to identify and analyze a speaker’s persuasive techniques, opinions, purpose and perspective.
3. Time 4-5 weeks
4. Evaluation

V. Evaluation

- A. Spelling
 1. Weekly spelling test of list words
 2. Spelling used in written assignments
- B. Grammar/Composition
 1. Student self-evaluation
 - a. Editing personal writing
 - b. Evaluation checklist for written and oral reports
 2. Teacher evaluation
 - a. Tests/quizzes
 - b. Workbook pages/worksheets
 - c. Application of language skills to written assignments
- C. Reading
 1. Daily class work grades
 2. Vocabulary quizzes
 3. Oral reading skills
 4. Observation
 5. Reports
 6. Recitation of poetry
 7. Accelerated Reader Program

VI. Resources

1. *God's Gift of Language B. Writing and Grammar*, A Beka Book Publications, 1999 (Teacher's Edition)
2. *God's Gift of Language B. Writing and Grammar*, A Beka Book Publications, 1999 (Student Work text)
3. *God's Gift of Language B. Writing and Grammar*, A Beka Book Publications, 1999 (Student's Test Booklet)
4. *God's Gift of Language B Writing and Grammar*, A Beka Book Publications,
5. *Daily Language Review*, Evan-Moor Publications (Student worksheet and Teacher key)
6. *Spelling Workout, Level F*, Modern Curriculum Press – Zaner-Bloser, 2002
7. *Spelling, Level F*, Modern Curriculum Press, 2002 (Teacher key)
8. *Spelling, Level F*, Modern Curriculum Press, 1998 (Student work text)
9. *Spelling, Level F*, Modern Curriculum Press, 1998 (Teacher key)
10. *ACSI Spelling Word Lists*
11. *Scientific Spelling*

Optional:

Various Supplemental Writing Texts – Teaching Writing, Understanding Writing, Strengthen Learning – Louis Mangione

All Write – Great Source - Houghton Mifflin Company 1998 (Student Textbook)

All Write – Great Source – Houghton Mifflin Co., 1998 – Teacher Edition

VI. Reading Resources

- A. *Reading 5: For Christian Schools*, Bob Jones University Press, Greenville, South Carolina, 2002 (Student Reader Second Edition)
- B. *Reading 5: For Christian Schools*, Bob Jones University Press, Greenville, South Carolina, 2002 (Teacher's Edition)
- C. *Reading 5: For Christian Schools*, Bob Jones University Press, Greenville, South Carolina, 2002 (Student's Work text)
- D. *Reading 5: For Christian Schools*, Bob Jones University Press, Greenville, South Carolina, 2002 (Teacher's Edition Work text)
- E. *Derwood Inc.*, Jerri Massi, Bob Jones University Press, Greenville, South Carolina, 1985 (Student Reader)
- F. Classroom and school libraries
- G. Novels may include:
 1. *Hatchet*, Scholastic, Inc. 1987
 2. *Tuck Everlasting* (Natalie Babbitt), Harper Collins, Canada, 1992
 3. *Where the Red Fern Grows*, Wilson Rawls, Yearling, 1996
 4. *Number the Stars*, (Lois Lowry), Yearling, 1990
 5. *Island of the Blue Dolphin*

6. *Caddie Woodlawn*, Carol Ryrie Brink, Aladdin, 1962
7. *Sign of the Beaver* (Elizabeth George Speare), Yearling, 1984
8. *Door in The Wall*
9. *River Crossing*