

Northwestern School Corporation
English Curriculum
Fifth Grade

I. Sentence Structure

The students will:

- Recognize and write a sentence conveying a complete thought in logical order.
- Differentiate between declarative, imperative, interrogative, and exclamatory sentences.
- Identify and write simple, compound, and complex sentences.
- Identify simple and complete subject and predicate.
- Identify compound subject and predicate.
- Identify the understood subject (you).
- Identify the inverted order of the subject/predicate.
- Identify direct objects, predicate nouns, and predicate adjectives.
- Identify prepositional phrases.
- Identify independent and subordinate clauses.
- Recognize sentence fragments and run-ons.

II. Grammar

The students will:

- Identify common and proper nouns.
- Identify possessive forms of nouns.
- Identify abstract and concrete nouns.
- Identify compound nouns (Sears Tower).
- Identify appositives.
- Define and identify types of verbs (action, linking, main, helping, being).
- Identify verb phrases.
- Identify regular and irregular verbs.
- Identify present, past, future forms of verbs.
- Identify and correctly form contractions.
- Define pronouns.
- Identify and correctly use possessive, subject, and object pronouns.
- Identify possessive pronouns and antecedents.
- Define adjectives.
- Identify proper adjectives.
- Identify comparative forms of adjectives.
- Identify articles.
- Identify demonstrative adjectives.
- Identify prepositional phrases as adjectives.
- Define adverbs.
- Identify comparative forms of adverbs.
- Identify negatives and avoid double negatives.
- Define and identify prepositions, prepositional phrases, and objects of prepositions.
- Define and identify conjunctions.
- Define and punctuate interjections.
- Identify and use correct subject/verb agreement.
- Use pronouns in agreement with antecedents.

- Recognize the social convention of naming self last.
- Use we and us with nouns, avoid double subjects, and avoid *them* as a demonstrative pronoun.
- Distinguish between plural and/or possessive noun forms.
- Use subject and object pronouns correctly.
- Choose the correct demonstrative pronoun.
- Distinguish between pronouns and contractions (its, it's) and homophones (he'll, heel).
- Correctly use indefinite and interrogative pronouns.
- Correctly choose between adjectives and adverbs (good, well).
- Use conjunctions properly.

III. Punctuation

The students will:

- Use appropriate end marks at the end of sentences.
- Use apostrophes for contractions and possessive nouns.
- Use commas in letter parts, dates, addresses, and series.
- Use commas after introductory words and compound sentences.
- Use commas in direct address.
- Use commas with interjections and appositives.
- Correctly use quotation marks.
- Recognize uses of colons.

IV. Capitalization

The students will:

- Use capital letters for sentence beginnings, the pronoun I, proper nouns, proper adjectives, first word of greeting and closing in letters, titles of books, poems stories, reports, outlines, songs, articles, magazines, newspapers, and chapters titles.
- Use capital letters for abbreviations as needed, titles of people, initials, and family titles.
- Use capital letters for the first word of a direct quotation.

V. Communication

A. Listening

The students will:

- Apply active listening skills.
- Listen critically to analyze/evaluate the intent and content of the speaker's message, using verbal and nonverbal cues.
- Identify the purpose, and apply the appropriate skills for listening (for information, enjoyment, to solve a problem)
- Understand and follow multi-step directions.
- Ask, retell, paraphrase what a speaker has said.
- Identify missing information needed to carry out task.
- Use critical listening/thinking skills to identify, analyze, and critique persuasive techniques (promises, dares, flattery, generalities), and identify faulty reasoning used in oral presentations and media messages.
- Identify claims in different kinds of media, and evaluate evidence used to support these claims.

- Analyze/evaluate media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

B. Speaking

The students will:

- Speak and orally read using appropriate volume, intonation, enunciation, rate, and fluency, and gestures.
- Recite individually/in groups (jingles, the pledge, assigned passages).
- Recount a personal event or retell the main events of a story using concrete sensory details and citing examples from the work to support conclusions.
- Respond to questions with appropriate and relevant answers.
- Dramatize and improvise.
- Participate in discussions and cooperative learning activities; ask appropriate questions and respond to the questions of others.
- Prepare and give oral reports with a beginning, middle and end.
- Use appropriate grammar and word choices in formal oral presentations.
- Use persuasive speech to influence.
- Interview and survey to obtain information.
- Support statements and opinions.

C. Writing Processes

The students will produce a final product which includes the following traits of writing:

1. Focus/Ideas

- Maintain focus and sharpen ideas.
- Use sensory details and concrete examples; elaborate.
- Delete extraneous information.
- Rearrange words and sentences to improve meaning and focus.
- Use strategies, such as tone, style, consistent point of view, to achieve a sense of completeness.

2. Organization/Paragraphs – The students will be able to write an essay containing five or more paragraphs, including an introductory paragraph, supporting paragraphs, and a concluding paragraph.

- Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.
- Develop first drafts of single and multiple-paragraph compositions.
- Write coherent paragraphs that develop a central idea.
- Use transitions to connect sentences and paragraphs.
- Select an organizational structure based on purpose, audience, length.
- Use logical organizational structures for providing information in writing, such as chronological order, or order of importance, cause and effect, similarity and difference, and stating and supporting a hypothesis with data.
- Revise drafts for varied purposes, including to clarify and to achieve purpose, sense of audience, precise word choice, vivid images, and elaboration.
- Edit and proofread for correct spelling, grammar, usage, and mechanics.
- Publish own work.

3. Voice
 - Develop personal, identifiable voice and an individual tone/style
 - Maintain consistent voice and point of view.
 - Use voice appropriate to audience, message, and purpose.
4. Word Choice
 - Use clear, precise, appropriate language.
 - Use figurative language and vivid words
 - Select effective vocabulary using word walls, dictionary, or thesaurus.
5. Sentences
 - Combine, elaborate, and vary sentences.
 - Write topic sentence, supporting sentences with facts and details, and concluding sentence.
 - Use correct word order.
 - Use parallel structure in a sentence.
6. Conventions
 - Use correct spelling and grammar; capitalize and punctuate correctly.
 - Correct sentence fragments and run-ons.
 - Use correct paragraph indentation.

D. Writing Applications

The students will write:

1. Narratives that:
 - Establish a plot, point of view, setting, and conflict
 - Show, rather than tell, the events of the story.
2. Responses to literature that:
 - Demonstrate an understanding of a literary work.
 - Support statements with evidence from the text.
 - Develop interpretations that exhibit careful reading and understanding.
3. Persuasive letters or compositions that:
 - State a clear position in support of a proposal.
 - Support a position with relevant evidence and effective emotional appeals.
 - Follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last.
 - Address reader concerns for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate.
4. Summaries that contain the main ideas of the reading selection and the most significant details.
5. Research reports that have been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:
 - Uses organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.
 - Uses information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors).
 - Use note-taking skills when completing research for writing.
 - Organizes information by categorizing and sequencing.
 - Summarizes gathered information.

- Are created using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.