Writing is a means of communication. Students write for a variety of purposes in all content areas.

- using the correct spelling of words
- applying word strategies
- forming letters properly in cursive
- using writing as a means of communication
- demonstrating risk taking behaviors
- self-editing for conventions
- using correct punctuation, capitalization, noun-verb agreement, plurals, proper nouns, commas, quotation marks
- identifying grammatical errors
- writing supports a complete idea
- using a variety of forms of writing
- writing complex sentences
- utilizing the writing process independently
- incorporating details if appropriate
- writing a story with a clear beginning, middle and end
- writing in a paragraph format
- writing a response to text
- writing with a strong sense of voice

English Language use is the ability to communicate effectively to a variety of audiences.

- listening and responding to directions
- asking questions
- showing respect to a speaker
- listening to messages delivered through different media
- using available technology
- taking notes to gather information

Literature may be used for enjoyment, information or appreciating the world around us.

- enjoying a variety of literature
- respecting all materials
- responding to literature independently
- understanding genre characteristics
- participating in book talks
- including information about authors in their writing
- making connections relating texts to self, other texts and the world

English Language use in research and study skills aids in gathering and using information

- using encyclopedias, dictionaries, maps, magazines and newspapers
- independently use library resources
- completing a research project
- understanding table of contents, index, bibliographies and an appendix
- recognizing time limitations
- using technology to access information
- using italics, captions, charts
- demonstrating test taking strategies
- understanding the role of media

Ask your child's teacher if you have questions or concerns. We appreciate your willingness to be involved and are happy to provide needed information.

A Parent's Guide to the…

Fifth Grade

Elementary Language Arts Curriculum

Manchester School District
286 Commercial St.
Manchester, NH 03101
603-624-6300
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Learning to read and write is critical to student success. We welcome you as a partner in your child's learning.
This guide will identify the major skills your child will be learning this year. Other skills/strategies will be taught but are not assessed.

Reading:

<u>Phonics</u> is the understanding of the relationship between sounds and letters.

- understanding and independently using phonic principles

<u>Word recognition and vocabulary</u> skills help the reader to work with words.

- identifying words in context
- reading basic vocabulary by sight
- sorting words according to category
- looking at word structure/meaning to expand their knowledge of words
- identifying concept similarities (analogies, multiple meanings)
- taking risks with unknown words
- identifying homophones – your, you're

<u>Word strategies</u> are the tools the student uses to identify words and make meaning from their reading.

- using the meaning or structure of a sentence to identify unknown words
- identifying similar / opposite meanings
- identifying base words - <u>care</u>less
- understanding prefixes – un, re, dis, etc.
- understanding suffixes – ful, ly, er, etc.
- identifying contractions – can't, etc.
- recognizing compound words
- recognizing variant spellings –ou, ew
- describing words in terms of category, features, functions
- using syllables to identify words
- rereading and reading on at difficulty

<u>Comprehension</u> is the goal of all reading. Students need to understand what they have read and be able to recall information.

- participating in read aloud activities
- creating mental images of what is read
- identifying characters, major events, setting, main idea, problem/solution, character changes over time
- noticing when their reading doesn't make sense, look right or sound right
- responding to questions where the answer may be right in the text or implied in the text
- making connections between what students know and what they are learning
- predicting during and after reading
- drawing conclusions from text read
- recognizing the author determines the speaker
- identifying story elements as fiction/nonfiction
- gathering information from nonfiction text
- demonstrating understanding through charts, webs, etc.

- asking questions before, during and after reading
- recognizing similarities and differences in information within and among text
- using time words orally and in writing – first, next, last etc.
- identifying the author's purpose and message
- making inferences; forming judgments
- reading at grade level with 90-94% accuracy
- discriminating fact/opinion independently
- paraphrasing/summarizing text
- using information from text features
- understanding simile, metaphor, idiom
- recognizing time sequence in a story
- using skimming and scanning

<u>Fluency</u> is important because it helps to provide a bridge between word recognition and comprehension. It includes rate, expression and voice.

- practicing with audio tapes, choral reading, partner reading, drama
- reading known books fluently

<u>Enjoyment</u> of reading is the key to becoming a reader.

- self-selects reading materials for independent reading
- participates in shared reading
- reading independently for 20 minutes daily
- reading 15 minutes at home daily