

Amherst-Pelham Regional School District Curriculum Overview

Subject: **English Language Arts: Language, Reading and Literature**

Grade Level: **Fifth**

Enduring Understandings	Strands Topics/Units	Content/ Skills /Strategies	Essential Activities/Agreements
<p>Listening, speaking, writing, and reading form the foundation of English/Language Arts and allow the learner to receive, process, and express ideas and information about oneself, others, and the changing conditions of the world and global society in which we live.</p> <p>Understanding text requires a variety of skills, strategies, and levels of literary analysis. Knowledge acquired through these processes allows the learner to develop, understand, and respond critically and creatively for a variety of purposes.</p>	<p>Language Vocabulary Development</p> <p>Listening and Speaking</p> <p>Structure of English</p> <p>Reading Fluency</p> <p>Comprehension</p> <p>Literary Analysis Genre</p>	<p>Uses context, morphology, Greek & Latin roots, prefixes & suffixes to develop & select precise vocabulary for effective communication.</p> <p>Engages appropriately in meaningful discussions pertaining to events, or literary works. Shares ideas and insights with others. Utilizes text elements for story telling, retelling, paraphrasing key ideas, and summarizing.</p> <p>Uses standard English grammar in oral and written language demonstrating awareness of complete sentences, verb/tense agreement, prepositions, and proper usage. Expands sentences using modifiers, conjunctions, and commas. Eliminates fragments.</p> <p>Integrates word identification, structural analysis, context clues and punctuation in order to read with phrased cadence, intonation, comprehension and appropriate rate.</p> <p>Actively processes text before, during, & after reading using strategies for predicting, gaining knowledge, determining and retaining salient information, inferring meaning and synthesizing main idea or theme.</p> <p>Identifies, uses, analyzes and interprets literary features and structures of various genres to gain, convey, and support interpretation of text.</p>	<p>Emily Dickinson Museum visit and related classroom activities (poetry reading and writing, biography, social history, etc.)</p>

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<p>Reading and writing are reciprocal processes and share forms that have common text features. This allows the reader to use these features to better understand and analyze text and to write effectively.</p>	<p>Fiction</p> <p>Non Fiction</p> <p>Poetry</p> <p>Myth, Traditional, and Classical Literature</p> <p>Dramatic Literature</p>	<p>Identifies and understands main, minor characters, character traits, motive, relationships, and development over time. Follows plot, subplot, rise and fall of action, conflict/resolution and mood of setting. Determines theme, connects to personal life and world, evaluates for accuracy/bias. Infers meaning of figurative language, implied information and foreshadowing.</p> <p>Recognizes/uses common text structures, (cause/effect, compare/contrast, sequence, description, explanation) graphic features, (headings, graphs, maps) fact/opinion, bias. Takes notes, debates, synthesizes ideas and develops personal stance pertaining to content or issues.</p> <p>Interprets graphics, figurative language, (simile, metaphor) imagery, sound, (onomatopoeia, assonance, alliteration) tone, voice. Analyzes to determine and reflect on the author's purpose, and personal meaning gained.</p> <p>Identifies and utilizes common text structures and stylistic elements, including stock characters, symbolism, aphorisms and event patterns. Interprets author's clues, and language to determine purpose or message. Compares versions from different cultures, gains awareness of influences.</p> <p>Identifies and analyzes structural elements unique to drama including stage direction for setting, blocking, character emotion or response. Compares drama to film or narrative.</p>	