

# Fayette R-III

## Daly Elementary- 5th Grade Curriculum Guide for ELA

Fayette R-III Mission: To educate all students to be ethical, successful citizens.

**The 5<sup>th</sup> Grade Learning Goals are based on the Missouri Learning Standards. The Missouri Learning Standards define the knowledge and skills students need to succeed in college, other postsecondary training and careers. This document is designed to make clear what each child should know and be able to do by the end of 5<sup>th</sup> Grade.**

**Course Description:** In this course students explore the world of reading, writing, speaking, and listening. Students learn to construct meaning from a variety of nonfiction texts as well as grade appropriate fiction and poetry. Students are challenged to analyze ideas in both fiction and nonfiction and to make connections to text and between texts in meaningful ways. In addition, students engage in exploration of written expression and style through mentor texts and use the writing process to produce original written works.

**Course Rationale:** The Fayette R-III English Language Arts program is the foundation upon which all other learning takes place. Communication skills are central to both cognitive and social development. Listening, speaking, reading, and writing are skills students need to help them solve problems, make decisions, interpret information and communicate their ideas to others. Fayette R-III schools will provide a balanced program of listening, speaking, reading and writing that emphasizes not only the understanding and appreciation of language and literature, but also the application of communication skills to the world and the workplace.

ELA Student Learning Goals	Standard Alignment
Students can explain text using direct quotes and inferences based on text.	RI5.1, RL5.1 CA2, CA3, 1.5, 1.6, 4.1
Students can compare and contrast two or more characters, settings, or events in a story or drama using specific details from the text.	RL5.3 CA2, 1.5, 1.6
Students can determine two or more main ideas of a text, identify key details and explain how they support the main ideas, and write a summary stating the key points.	RI5.2 CA3, 1.5, 1.6, 4.1
Students can use various strategies and resources (such as context clues, root words, affixes, glossaries, footnotes, dictionaries) to determine the meaning of general academic and content-specific words and phrases in a text.	RI5.4, L 5.4.a,c CA3, 1.5, 1.6, 1.4
Students can identify, explain and compare and contrast different structures used in informational text (e.g., chronology, comparison, cause/effect, problem/solution).	RI5.5 CA3, 1.5, 1.6
Students can locate reasons and evidence an author uses to support particular points and explain how the reasons/evidence support those points.	RI5.8 CA3, 4.1
Students can write an opinion piece with an introduction, supporting details/facts and a concluding statement/section.	W5.1 CA4, 2.1, 2.2, 4.1
Students can select a topic, explain the topic using precise language and content-specific vocabulary gained from multiple sources, use	W5.2, W5.7, W5.9 CA4, 2.1, 2.2, 2.3, 4.1,

formatting structures, illustrations and multimedia to clarify the topic, and present the information in a formal style with a concluding statement/section.	1.7
Students can define narrative and describe the basic parts of plot; introduce characters/narrator and event/situation to start a story in motion; logically sequence events; use dialogue, description and pacing to develop events; use appropriate transitions; apply descriptive words to writing; write a logical conclusion to provide a sense of closure.	W5.3 CA4, 2.1, 2.2
Students can define and explain the function of conjunctions, interjections, prepositions; choose the correct verb tense to show time, sequence, state and condition; identify and correct incorrect verb tense; identify common correlative conjunctions and use parts of speech correctly when writing.	L5.1 CA1, 1.5
Students can use appropriate capitalization, punctuation, formatting and spelling when writing.	L5.2 CA1, 1.5, 2.2
Students can define and identify various forms of figurative language (simile, metaphor, hyperbole, personification, alliteration, onomatopoeia) and distinguish between literal and figurative language.	L5.5 CA1, CA2, 1.5, 1.6

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### **Resources:**

Houghton Mifflin Core Reading Series  
Literacy by Design leveled readers  
Missouri Reading Initiative binder  
Literature sets

### **Assessments:**

DRA2  
AIMS Web  
Houghton Mifflin assessments  
Teacher created assessments