

Language Arts Curriculum Parent Guide

School: Burke-Memorial Grade: Pre-K Language Arts

Course Description:

The Pre-Kindergarten classes at Burke-Memorial are designed to orientate children to a school environment and engage him in the socialization and educational process of elementary school. The goal of the English Language Arts curriculum is to teach learners how to reason and use language purposefully as they comprehend, construct, and convey meaning. In addition, the goal of the Massachusetts Language Arts Curriculum Framework is that every child entering Kindergarten or first grade in Massachusetts will be able to read and write at grade level in the English language by the end of **third** grade. The Pre-K Language Arts Curriculum at Burke-Memorial sets that goal in motion by addressing three major strands of language acquisition:

- Language
- Reading and Literature
- Composition

Units

Concepts

Units	Concepts
Language	<ul style="list-style-type: none"> a. Follow agreed-upon rules for discussion (raising one’s hand, etc) b. Contribute knowledge to class discussion in order to develop a topic for a class project c. Give oral presentations about personal experiences or interests, using clear enunciation, adequate volume, and maintaining focus on topic d. Identify and sort common words into various classifications (colors, shapes, textures) e. Describe common objects f. Use language to express spatial and temporal relationships (up, down, before, after) g. Recognize that the names of things can also be the names of actions (fish, dream, run) h. Identify correct capitalization for names and places i. Identify appropriate end marks (period, question mark) j. Identify formal and informal language in stories, poems, and plays
Reading and Literature	<ul style="list-style-type: none"> a. Recognize that printed materials provide information or entertainment b. Know how to handle a book, turn the pages, and “read” the page c. Recognize that sentences in print are made up of separate words d. Recognize that there is a link between letters and sounds e. Recognize letter –sound matches by naming and identifying each letter of the alphabet f. Understand that written words are composed of letters that represent sounds g. Use letter-sound matches to decode simple words h. Identify upper and lower case letters i. Make predictions using prior knowledge, pictures, and test j. Retell a main event from a story heard or read k. Ask questions about the important characters, settings, and events l. Retell important facts from the text heard m. Identify similarities in plot, setting, and character among the works of an author or illustrator n. Identify different interpretations of plot, setting, and character in the same work by different illustrators (alphabet books, nursery rhymes, counting

	<p>books)</p> <ul style="list-style-type: none"> o. Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction, and drama p. Relate themes (lessons) in works of fiction and nonfiction to personal experiences q. Identify elements of plot, character, and setting in a favorite story r. Identify knowledge of common textual features (title, table of contents, headings, etc) s. Make predictions about the content of a text using prior knowledge t. Explain whether predictions about the content of a text were confirmed or disconfirmed and why u. Restate main ideas and important facts from a text heard v. Identify the senses implied in words appealing to the senses in literature and spoken language w. Identify familiar forms of traditional literature (rhymes, fairy tales, etc) x. Identify elements of dialogue and use them in informal plays
Composition	<ul style="list-style-type: none"> a. For imaginative/literary writing: draw pictures and/or use letters or phonetically spelled words to tell a story and dictate sentences for a story and collaborate to put the sentences in chronological order b. For informational/expository writing: draw pictures and/or use letters or phonetically spelled words to give others information c. Use a variety of forms when writing for different purposes d. After writing or dictating a sentence or composition, identify words or phrases that could be added to made the thought clearer, more logical, or more expressive e. Print upper and lower case letters of the alphabet f. Arrange events in order when writing or dictating g. Arrange ideas in a way that makes sense in writing or dictating h. Generate questions and gather information from several sources in a classroom, school, or public library i. Support judgments about classroom activities or presentations

Suggestions for Parental Involvement:

1. **READ, READ, READ!** Set up a regular time each day for “story time”. When reading a story to your child, be sure to pause often and ask questions to ensure their involvement and understanding. Share the reading selection with your child by having him/her recall familiar words and learn new ones.
2. **WRITE, WRITE, WRITE!** Involve your child in every day writing tasks: grocery lists, chore lists, thank you notes, signing and writing of greeting cards, post cards, etc.
3. Set aside time and space for homework assignments.
4. Sing songs, tell stories, make up rhyming words, and always listen to the stories your child loves to tell!
5. Use the many services of public libraries often.

School: Burke-Memorial Grade: Kindergarten Language Arts

Course Description:

The Kindergarten classes at Burke-Memorial are designed to orientate children to a school environment and engage him in the socialization and educational process of elementary school. The goal of the English Language Arts curriculum is to teach learners how to reason and use language purposefully as they comprehend, construct, and convey meaning. In addition, the goal of the Massachusetts Language Arts Curriculum Framework is that every child entering Kindergarten or first grade in Massachusetts will be able to read and write at grade level in the English language by the end of **third** grade. The Kindergarten Language Arts Curriculum at Burke-Memorial sets that goal in motion by addressing three major strands of language acquisition:

- Language
- Reading and Literature
- Composition

Units

Concepts

Language	<ul style="list-style-type: none"> a. Follow agreed-upon rules for discussion (raising one’s hand, etc) b. Contribute knowledge to class discussion in order to develop a topic for a class project c. Give oral presentations about personal experiences or interests, using clear enunciation, adequate volume, and maintaining focus on topic d. Identify and sort common words into various classifications (colors, shapes, textures) e. Describe common objects f. Use language to express spatial and temporal relationships (up, down, before, after) g. Recognize that the names of things can also be the names of actions (fish, dream, run) h. Identify correct capitalization for names and places i. Identify appropriate end marks (period, question mark) j. Identify formal and informal language in stories, poems, and plays
Reading and Literature	<ul style="list-style-type: none"> a. Know how to handle a book, turn the pages, and “read” the page b. Recognize that sentences in print are made up of separate words c. Recognize that there is a link between letters and sounds d. Recognize letter –sound matches by naming and identifying each letter of the alphabet e. Understand that written words are composed of letters that represent sounds f. Use letter-sound matches to decode simple words g. Identify upper and lower case letters h. Make predictions using prior knowledge, pictures, and test i. Retell a main event from a story heard or read j. Ask questions about the important characters, settings, and events k. Retell important facts from the text heard l. Identify similarities in plot, setting, and character among the works of an author or illustrator m. Identify different interpretations of plot, setting, and character in the same work by different illustrators (alphabet books, nursery rhymes, counting books) n. Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction, and drama

	<ul style="list-style-type: none"> o. Relate themes (lessons) in works of fiction and nonfiction to personal experiences p. Identify elements of plot, character, and setting in a favorite story q. Identify knowledge of common textual features (title, table of contents, headings, etc) r. Make predictions about the content of a text using prior knowledge s. Explain whether predictions about the content of a text were confirmed or disconfirmed and why t. Restate main ideas and important facts from a text heard u. Identify the senses implied in words appealing to the senses in literature and spoken language v. Identify familiar forms of traditional literature (rhymes, fairy tales, etc) w. Identify elements of dialogue and use them in informal plays
Composition	<ul style="list-style-type: none"> a. For imaginative/literary writing: draw pictures and/or use letters or phonetically spelled words to tell a story and dictate sentences for a story and collaborate to put the sentences in chronological order b. For informational/expository writing: draw pictures and/or use letters or phonetically spelled words to give others information c. Use a variety of forms when writing for different purposes d. After writing or dictating a sentence or composition, identify words or phrases that could be added to made the thought clearer, more logical, or more expressive e. Print upper and lower case letters of the alphabet f. Arrange events in order when writing or dictating g. Arrange ideas in a way that makes sense in writing or dictating h. Generate questions and gather information from several sources in a classroom, school, or public library i. Support judgments about classroom activities or presentations

Suggestions for Parental Involvement:

1. READ, READ, READ! Set up a regular time each day for “story time”. When reading a story to your child, be sure to pause often and ask questions to ensure their involvement and understanding. Share the reading selection with your child by having him/her recall familiar words and learn new ones.
2. WRITE, WRITE, WRITE! Involve your child in every day writing tasks: grocery lists, chore lists, thank you notes, signing and writing of greeting cards, post cards, etc.
3. Set aside time and space for homework assignments.
4. Sing songs, tell stories, make up rhyming words, and always listen to the stories your child loves to tell!
5. Use the many services of public libraries often.

School: _____ McGovern _____ Grade: 1 _____ Language Arts

Course Description:

The First Grade classes at the McGovern School are designed to acclimate children to a school environment and engage him in the socialization and educational process of elementary school. The goal of the English Language Arts curriculum is to teach learners how to reason and use language purposefully as they comprehend, construct, and convey meaning. In addition, the goal of the Massachusetts Language Arts Curriculum Framework is that every child entering Kindergarten or first grade in Massachusetts will be able to read and write at grade level in the English language by the end of third grade. The First Grade Language Arts Curriculum at McGovern emphasizes that goal by addressing three major Strands of language acquisition:

- Language
- Reading and Literature
- Composition

Units	Concepts
Language	<p>The student will be able to:</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussion (raising one’s hand, etc) b. Contribute knowledge to class discussion in order to develop a topic for a class project c. Give oral presentations about personal experiences or interests, using clear enunciation, adequate volume, and maintaining focus on topic d. Identify and sort common words into conceptual categories (e.g. opposites, living things) e. Identify base words (look) and their inflection forms (looks, looking, looked) f. Identify the relevant meaning for a word with multiple meanings using its context (saw/saw) g. Identify common antonyms and synonyms h. Use knowledge of the meaning of individual words to predict the meaning of unknown compound words (lunchtime, daydream, etc) i. Determine meanings of words by using a beginning dictionary j. Use language to express spatial and temporal relationships (up, down, before, after) k. Recognize that the names of things can also be the names of actions (fish, dream, run) l. Identify correct capitalization for names and places m. Identify appropriate end marks (period, question mark) n. Identify formal and informal language in stories, poems, and plays
Reading and Literature	<p>In addition to continuing to address earlier standards, the student will be able to:</p> <ol style="list-style-type: none"> a. Know the order of the letters in the alphabet b. Understand that spoken words are represented in written English by sequences of letters c. Match oral words to printed words d. Recognize that there are correct spellings for words e. Use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled f. Recognize the distinguishing features of a sentence (capitalization, end marks) g. Identify the author and title of a book and use a table of contents h. Generate the sounds from all the letters and letter patterns, including consonant blends, long and short vowel patterns, and onsets and rimes and combine these sounds into recognizable words i. Use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words j. Decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words k. Read accurately many irregularly spelled words, special vowel spellings, and common

	<p>word endings</p> <ol style="list-style-type: none"> l. Apply knowledge of letter patterns to identify syllables m. Apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs, and diphthongs n. Know and use more difficult word families (ought) and know words to decode unknown words o. Read aloud with fluency and comprehension at grade level p. Retell a story’s beginning, middle, and end q. Distinguish cause from effect r. Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction, and drama s. Relate themes (lessons) in works of fiction and nonfiction to personal experiences t. Identify elements of plot, character, and setting in a favorite story u. Identify knowledge of common textual features (title, table of contents, headings, etc) v. Make predictions about the content of a text using prior knowledge w. Explain whether predictions about the content of a text were confirmed or disconfirmed and why x. Restate main ideas and important facts from a text heard y. Identify the senses implied in words appealing to the senses in literature and spoken language z. Identify familiar forms of traditional literature (rhymes, fairy tales, etc)
Composition	<p>In addition to continuing to address earlier standards, the student will be able to:</p> <ol style="list-style-type: none"> a. For imaginative/literary writing: write or dictate stories that have a beginning , middle, and end; write or dictate short poems b. For informational/expository writing: write or dictate letters, directions or short accounts of personal experiences that follow a logical order c. Write or dictate research questions d. Use a variety of forms when writing for different purposes e. After writing or dictating a sentence or composition, identify words or phrases that could be added to made the thought clearer, more logical, or more expressive f. Print upper and lower case letters of the alphabet legibly and use them to make words g. Separate words and spaces h. Understand and apply specific rules of capitalization i. Understand and use correct spelling and end mark punctuation j. Arrange events in order when writing or dictating k. Arrange ideas in a way that makes sense in writing or dictating l. Generate questions and gather information from several sources in a classroom, school, or public library m. Support judgments about classroom activities or presentations

Suggestions for Parental Involvement

1. **READ, READ, READ!** Set up a regular time each day for “story time”. When reading a story to your child, be sure to pause often and ask questions to ensure their involvement and understanding. Share the reading selection with your child by having him/her recall familiar words and learn new ones.
2. **WRITE, WRITE, WRITE!** Involve your child in every day writing tasks: grocery lists, chore lists, thank you notes, signing and writing of greeting cards, post cards, etc.
3. Practice writing the alphabet and recognizable words
4. Provide lots of practice for your son/daughter to write her name and small sentences.
5. Set aside time and space for homework assignments.
6. Sing songs, tell stories, make up rhyming words, and always listen to the stories your child loves to tell!
7. Use the many services of public libraries often.

School: McGovern Grade: 2 Language Arts

Course Description:

The Second Grade classes at the McGovern School are designed to acclimate children to a school environment and engage him in the socialization and educational process of elementary school. The goal of the English Language Arts curriculum is to teach learners how to reason and use language purposefully as they comprehend, construct, and convey meaning. In addition, the goal of the Massachusetts Language Arts Curriculum Framework is that every child entering Kindergarten or first grade in Massachusetts will be able to read and write at grade level in the English language by the end of **third** grade. Additionally, in the third grade all students in Massachusetts will take the Language and Literature (Reading and Writing) portion of the MCAS. The Second Grade Language Arts Curriculum at McGovern emphasizes this goal by addressing three major strands of language acquisition:

- Language
- Reading and Literature
- Composition

Units	Concepts
Language	<p>The student will be able to:</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussion (raising one’s hand, etc) b. Contribute knowledge to class discussion in order to develop a topic for a class project c. Give oral presentations about personal experiences or interests, using clear enunciation, adequate volume, and maintaining focus on topic d. Identify and sort common words into conceptual categories (e.g. opposites, living things) e. Identify base words (look) and their inflection forms (looks, looking, looked) f. Identify the relevant meaning for a word with multiple meanings using its context (saw/saw) g. Identify common antonyms and synonyms h. Use knowledge of the meaning of individual words to predict the meaning of unknown compound words (lunchtime, daydream, etc) i. Determine meanings of words by using a beginning dictionary j. Use language to express spatial and temporal relationships (up, down, before, after) k. Recognize that the names of things can also be the names of actions (fish, dream, run) l. Identify correct capitalization for names and places m. Identify appropriate end marks (period, question mark) n. Identify formal and informal language in stories, poems, and plays
Reading and Literature	<p>In addition to continuing to address earlier standards, the student will be able to:</p> <ol style="list-style-type: none"> a. Know the order of the letters in the alphabet b. Understand that spoken words are represented in written English by sequences of letters c. Match oral words to printed words d. Recognize that there are correct spellings for words e. Use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled f. Recognize the distinguishing features of a sentence (capitalization, end marks) g. Identify the author and title of a book and use a table of contents h. Generate the sounds from all the letters and letter patterns, including consonant blends, long and short vowel patterns, and onsets and rimes and combine these sounds into recognizable words i. Use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words j. Decode accurately phonetically regular one-syllable and multi-syllable real words and

	<p>nonsense words</p> <ul style="list-style-type: none"> k. Read accurately many irregularly spelled words, special vowel spellings, and common word endings l. Apply knowledge of letter patterns to identify syllables m. Apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs, and diphthongs n. Know and use more difficult word families (ought) and know words to decode unknown words o. Read aloud with fluency and comprehension at grade level p. Retell a story’s beginning, middle, and end q. Distinguish cause from effect r. Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction, and drama s. Relate themes (lessons) in works of fiction and nonfiction to personal experiences t. Identify elements of plot, character, and setting in a favorite story u. Identify knowledge of common textual features (title, table of contents, headings, etc) v. Make predictions about the content of a text using prior knowledge w. Explain whether predictions about the content of a text were confirmed or disconfirmed and why x. Restate main ideas and important facts from a text heard y. Identify the senses implied in words appealing to the senses in literature and spoken language z. Identify familiar forms of traditional literature (rhymes, fairy tales, etc)
Composition	<p>In addition to continuing to address earlier standards, the student will be able to:</p> <ul style="list-style-type: none"> a. For imaginative/literary writing: write or dictate stories that have a beginning , middle, and end; write or dictate short poems b. For informational/expository writing: write or dictate letters, directions or short accounts of personal experiences that follow a logical order c. Write or dictate research questions d. Use a variety of forms when writing for different purposes e. After writing or dictating a sentence or composition, identify words or phrases that could be added to made the thought clearer, more logical, or more expressive f. Print upper and lower case letters of the alphabet legibly and use them to make words g. Separate words and spaces h. Understand and apply specific rules of capitalization i. Understand and use correct spelling and end mark punctuation j. Arrange events in order when writing or dictating k. Arrange ideas in a way that makes sense in writing or dictating l. Generate questions and gather information from several sources in a classroom, school, or public library m. Support judgments about classroom activities or presentations

Suggestions for Parental Involvement

1. Encourage pleasure reading and make sure your child sees you reading often.
2. WRITE, WRITE, WRITE! Involve your child in every day writing activities: grocery lists, chores, thank you notes, computer activities involving writing (e.g. email), apology notes to mom, dad, etc.
3. Set aside time and space for homework assignments. Sometimes, the kitchen table is the best place in the house and the most popular because someone is usually there to answer questions!
4. Have your child read to his/her younger siblings or other family members.
5. Use the services of the public library often

School: Memorial Grade: 3 Language Arts

Course Description:

The goal of the English Language Arts curriculum for the third grade is to teach and assess the learner’s ability to reason and use language purposefully as they comprehend, construct, and convey meaning. In addition, the goal of the Massachusetts Language Arts Curriculum Framework is that every child entering Kindergarten or first grade in Massachusetts will be able to read and write at grade level in the English language by the end of **third** grade. In fact, all third graders in Massachusetts will take the MCAS Language and Literature Test this spring. Consequently, the third grade is a very important year as far as reading and writing development are concerned. The Third Grade Language Arts Curriculum at Memorial emphasizes that goal by addressing three major strands of language acquisition:

- Language
- Reading and Literature
- Composition

These three strands were introduced and developed in the previous grades and continue to be addressed at every

Units	Concepts
Language	<p>The student will be able to:</p> <ol style="list-style-type: none"> a. Give oral presentations and adapt language to persuade, to explain, or to seek information b. Give oral presentations about experiences or interests using eye contact, proper place, adequate volume, and clear pronunciation c. Make informal presentations that have a recognizable organization (<i>sequencing, summarizing</i>) d. Express an opinion of a literary work or film in an organized way, with supporting details e. Understand how to decode new vocabulary words (prefixes, suffixes, Greek and Latin roots, etc) f. Recognize the subject-predicate relationship in sentences g. Identify the basic four parts of speech (adjective, noun, verb, adverb) h. Identify correct mechanics (end marks, commas in a series, capitalization), correct usage (subject verb agreement), and correct sentence structure (elimination of sentence fragments)
Reading and Literature	<p>In addition to continuing to address earlier standards, the student will be able to:</p> <ol style="list-style-type: none"> a. Use letter-sound knowledge to decode written English b. Identify and show the relevance of foreshadowing clues c. Identify sensory details and figurative language d. Identify the speaker of a poem or story e. Make judgments about setting, characters, and events and support them with evidence from the text f. Locate facts; distinguish cause from effect; distinguish fact from opinion or fiction g. Summarize main ideas and supporting details h. Relate literature to life experiences i. Distinguish among the different forms of literature (poetry, prose, fiction, non-fiction, drama) and apply this knowledge to different reading strategies j. Identify and analyze the elements of plot, character, and setting in literature and identify themes as lessons in folktales, fables, and Greek myths k. Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary), graphic features (charts, maps, etc) l. Identify and use figurative language (rhyme, rhythm, alliteration, similes, etc) m. Understand basic components of a mythology unit n. Understand basic components of a drama unit

Composition	<p>In addition to continuing to address earlier standards, the student will be able to:</p> <ul style="list-style-type: none"> b. Write imaginative/literary writing (stories, poems) c. Write informational/expository writing (summaries, interpretations/explanations of literature; personal narratives) d. Write for different audiences and purposes (persuasive, comparison/contrast, etc) e. Revise writing to improve level of detail and word choice f. Write legibly in cursive g. Use knowledge of correct spelling, mechanics (end marks, capitalization, etc), and usage (subject and verb agreement), and sentence structure (elimination of fragments) when writing and editing h. Organize events and details to fit the purpose of the writing assignment i. Organize and write a documented research report or presentation
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Suggestions for Parental Involvement

1. Encourage pleasure reading and make sure your child sees you reading often.
2. WRITE, WRITE, WRITE! Involve your child in every day writing activities: grocery lists, chores, thank you notes, computer activities involving writing (e.g. email), apology notes to mom, dad, etc.
3. Set aside time and space for homework assignments. Sometimes, the kitchen table is the best place in the house and the most popular because someone is usually there to answer questions!
4. Have your child read to his/her younger siblings or other family members.
5. Have your child research answers to some of the natural questions he/she poses.
6. Buy Harry Potter books and read them along with your children.
7. Encourage him/her to write sequels of books he/she has read.
8. Encourage the writing of stories and the telling and recording of them.

School: Memorial Grade: 4 Language Arts

Course Description:

The goal of the English Language Arts curriculum for the fourth grade is to teach and assess the learner’s ability to reason and use language purposefully as they comprehend, construct, and convey meaning. In fact, all fourth graders in Massachusetts will take the MCAS Composition along with the Language and Literature Test this spring. Consequently, the fourth grade is a very important year as far as reading and writing development are concerned. The Fourth Grade Language Arts Curriculum at Memorial emphasizes that goal by addressing three major strands of language acquisition:

- Language
- Reading and Literature
- Composition

These three strands were introduced and developed in the previous grades and continue to be addressed at every grade level.

Units	Concepts
Language	<p>The student will be able to:</p> <ol style="list-style-type: none"> a. Give oral presentations and adapt language to persuade, to explain, or to seek information b. Give oral presentations about experiences or interests using eye contact, proper place, adequate volume, and clear pronunciation c. Make informal presentations that have a recognizable organization (<i>sequencing, summarizing</i>) d. Express an opinion of a literary work or film in an organized way, with supporting details e. Understand how to decode new vocabulary words (prefixes, suffixes, Greek and Latin roots, etc) f. Recognize the subject-predicate relationship in sentences g. Identify the basic four parts of speech (adjective, noun, verb, adverb) h. Identify correct mechanics (end marks, commas in a series, capitalization), correct usage (subject verb agreement), and correct sentence structure (elimination of sentence fragments)
Reading and Literature	<p>In addition to continuing to address earlier standards, the student will be able to:</p> <ol style="list-style-type: none"> a. Use letter-sound knowledge to decode written English b. Identify and show the relevance of foreshadowing clues c. Identify sensory details and figurative language d. Identify the speaker of a poem or story e. Make judgments about setting, characters, and events and support them with evidence from the text f. Locate facts; distinguish cause from effect; distinguish fact from opinion or fiction g. Summarize main ideas and supporting details h. Relate literature to life experiences i. Distinguish among the different forms of literature (poetry, prose, fiction, non-fiction, drama) and apply this knowledge to different reading strategies j. Identify and analyze the elements of plot, character, and setting in literature and identify themes as lessons in folktales, fables, and Greek myths k. Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary), graphic features (charts, maps, etc) l. Identify and use figurative language (rhyme, rhythm, alliteration, similes, etc) m. Understand basic components of a mythology unit n. Understand basic components of a drama unit

Composition	<p>In addition to continuing to address earlier standards, the student will be able to:</p> <ol style="list-style-type: none"> a. Write imaginative/literary writing (stories, poems) b. Write informational/expository writing (summaries, interpretations/explanations of literature; personal narratives) c. Write for different audiences and purposes (persuasive, comparison/contrast, etc) d. Revise writing to improve level of detail and word choice e. Write legibly in cursive f. Use knowledge of correct spelling, mechanics (end marks, capitalization, etc), and usage (subject and verb agreement), and sentence structure (elimination of fragments) when writing and editing g. Organize events and details to fit the purpose of the writing assignment h. Organize and write a documented research report or presentation
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Suggestions for Parental Involvement

- a. Encourage pleasure reading and make sure your child sees you reading often.
- b. WRITE, WRITE, WRITE! Involve your child in every day writing activities: grocery lists, chores, thank you notes, computer activities involving writing (e.g. email), apology notes to mom, dad, etc.
- c. Set aside time and space for homework assignments. Sometimes, the kitchen table is the best place in the house and the most popular because someone is usually there to answer questions!
- d. Have your child read to his/her younger siblings or other family members.
- e. Have your child research answers to some of the natural questions he/she poses.
- f. Buy Harry Potter books and read them along with your children.
- g. Encourage him/her to write sequels of books he/she has read.
- h. Encourage the writing of stories and the telling and recording of them.

School: Memorial Grade: 5 Language Arts

Course Description:

The goal of the English Language Arts curriculum for the fifth grade is to teach and assess the learner’s ability to reason and use language purposefully as they comprehend, construct, and convey meaning. The next MCAS Language Arts Test for these fifth graders will take place in the spring of their Seventh Grade. This means that they have 2 ½ years to prepare and improve their skills for that test. The Fifth Grade Language Arts Curriculum at Memorial emphasizes this goal by addressing three major strands of language acquisition:

- Language
- Reading and Literature
- Composition

These three strands were introduced and developed in the previous grades and continue to be addressed at every grade level.

Units

Concepts

Language	<p>In addition to continuing to address earlier standards, the student will be able to:</p> <ol style="list-style-type: none"> a. Apply understanding of agreed-upon rules and individual roles in order to make decisions b. Gather relevant information for a research project or composition through interviews c. Use teacher-developed assessment criteria to give oral presentations for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect d. Use teacher-developed assessment criteria to give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals and using language for dramatic effect e. Understand how to decode new vocabulary words (prefixes, suffixes, Greek and Latin roots, etc) f. Determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses g. Identify the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection) h. Expand or reduce sentences (adding or deleting modifiers, combining sentences or correcting run-on sentences i. Identify verb phrases and verb tenses j. Recognize that a word performs different functions according to the position in the sentence k. Identify simple and compound sentences l. Identify correct mechanics (apostrophes, quotation marks, comma uses, capitalization), correct usage (subject verb agreement, homonyms), and correct sentence structure (elimination of sentence fragments and run-ons) m. Write stories using a mix of of formal and informal language n. Identify differences between oral and written language patterns
Reading and Literature	<p>In addition to continuing to address earlier standards, the student will be able to:</p> <ol style="list-style-type: none"> a. Identify and analyze the relevance of foreshadowing clues b. Identify and analyze sensory details and figurative language c. Identify and analyze the author’s use of dialogue and description d. Recognize organizational structures (chronological, logical, etc) e. Identify and analyze main ideas, supporting ideas and supporting details f. Relate a literary work to information about its setting g. Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purposes h. Apply knowledge of the concept that theme refers to the main idea and meaning of a

	<p>selection, whether it is implied or stated</p> <ul style="list-style-type: none"> i. Identify and analyze the elements of setting, characterization, and plot (including conflict) j. Identify and use knowledge of common textual features (paragraphs, topic sentence, concluding sentences, glossary, index) k. Respond to and analyze the effects of sound, figurative language, rhythm, rhyme, similes, metaphors, and graphics (capital letters and line length in poetry) in order to uncover the meaning in poetry l. Identify the speaker of a poem or story m. Make judgments about setting, characters, and events and support them with evidence from the text n. Locate facts; distinguish cause from effect; distinguish fact from opinion or fiction o. Summarize main ideas and supporting details p. Relate literature to life experiences q. Compare traditional literature from different cultures (myths, traditional narratives, classical literature) r. Identify common structures (magic helper, rule of three, transformation) and stylistic elements (hyperbole, refrain, simile in traditional literature) s. Identify conventions in epic tales (extended simile, the quest, the hero's tasks, special weapons or clothing, helpers) t. Identify and analyze structural elements particular to dramatic literature (scenes, acts, cast of characters, stage directions) in the plays they read, view, write, and perform u. Identify and analyze the similarities and differences between a narrative text and its film or play version
Composition	<p>In addition to continuing to address earlier standards, the student will be able to:</p> <ul style="list-style-type: none"> a. Write imaginative/literary writing (stories, poems, plays) b. Write informational/expository writing (summaries, interpretations/explanations of literature; personal narratives, formal letters, etc) c. Write for different audiences and purposes (persuasive, comparison/contrast, etc) d. Revise writing to improve level of detail and word choice e. Improve word choice by using dictionaries and thesauruses f. Write legibly in cursive g. Use knowledge of correct spelling, mechanics (quotation marks, uses of comma, end marks, capitalization, etc), and usage (subject and verb agreement), and sentence structure (elimination of fragments and run-ons; use of simple and compound sentences) when writing and editing h. Decide on the placement of descriptive details about setting, characters, and events in stories i. Group related ideas and place them in logical order when writing summaries or reports j. Complete a research project

Suggestions for Parental Involvement

1. Encourage pleasure reading and make sure your child sees you reading often.
2. Set aside time and space for homework assignments. Sometimes, the kitchen table is the best place in the house and the most popular because someone is usually there to answer questions!
3. Have your child read to his/her younger siblings or other family members.
4. Have your child research answers to some of the natural questions he/she poses.
5. Buy Harry Potter books and read them along with your children.
6. Encourage him/her to write sequels of books he/she has read.
7. Encourage the writing of stories and the telling and recording of them.

8. Encourage the use of the computer for the primary purpose of writing emails, essays, and research activities

