

Goochland County Public Schools

Grade 5 Language Arts

READING	WRITING
<p align="center">Marking Period 1</p> <p>Fiction SOL 5.1 The student will participate in subject-related group learning activities. SOL 5.2 The student will use effective nonverbal communication skills. SOL 5.3 The student will make planned oral presentations. SOL 5.4a The student will use context clues to clarify the meaning of unknown words. SOL 5.5 a-e The student will read and demonstrate comprehension of fiction by making connections between texts, describing story elements (character, setting, plot), identifying characteristics of poetry, and explaining author's purpose.</p>	<p align="center">Marking Period 1</p> <p>SOL 5.8 The student will write for a variety of purposes by choosing planning strategies, organizing information, demonstrating awareness of audience, using descriptive vocabulary, varying sentence structure, revising for clarity, and using technology to access information. SOL 5.9 The student will edit writing for:</p> <ul style="list-style-type: none"> • complete sentences, not fragments or run-ons, • sentence combining, description, and repetition • using "I" in compound subjects, • creating plural nouns, • punctuation at the end of sentences and, • forming of singular and possessive nouns using apostrophes, • using apostrophes in contractions and pronouns, • using periods in abbreviations, • using colons • capitalizing the first word of a sentence, proper nouns, and "I", and • indenting paragraphs.
<p align="center">Marking Period 2</p> <p>Nonfiction SOL 5.1, 5.2, 5.3, and 5.4a (See details in MP 1.) SOL 5.4b The student will use knowledge of root words, prefixes, and suffixes. SOL 5.6 a-g The student will read and demonstrate comprehension of nonfiction by using text organizers to predict and categorize information, identify structural patterns, locate information to support opinions, predictions, and conclusions, identify cause and effect relationships, identify compare and contrast relationships, skim materials for overall content, and identify new information gained from reading.</p>	<p align="center">Marking Period 2</p> <p>SOL 5.8 (See details in MP 1.) SOL 5.9 The student will edit writing for:</p> <ul style="list-style-type: none"> • verb tenses and subject-verb agreement, • correct use of them and those and good and well, • forming adjective comparisons, • forming adverb comparisons, • using adverbs instead of adjectives when appropriate, • use of interjections • correct use of could, would, should, • correct use of a and an, • punctuating letters, • using commas around interrupters and in dates, series, and addresses, and • using quotation marks for dialogue.
<p align="center">Marking Period 3</p> <p>SOL 5.1, 5.2, 5.3, and 5.4a and b (See details in MP 1 and MP 2.) SOL 5.4 c The student will use the dictionary, glossary, thesaurus, and other word-reference materials. SOL 5.7 a-b The student will demonstrate comprehension of information from a variety of print resources by developing notes and summaries, and organizing information on charts, maps, and graphs.</p>	<p align="center">Marking Period 3</p> <p>SOL 5.8 (See details in MP 1 and MP 2.) SOL 5.9</p> <ul style="list-style-type: none"> • dividing words using a hyphen and • avoiding use of double negatives,
<p align="center">Marking Period 4</p> <p>SOL 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, and 5.7 (See details in MP 1, MP 2, and MP 3.)</p>	<p align="center">Marking Period 4</p> <p>SOL 5.8 and 5.9 (See details in MP 1, MP 2, and MP 3.)</p>

For more information about the Virginia Standards of Learning, please visit <http://www.doe.virginia.gov/VDOE/Superintendent/Sols/home.shtml>

Grade 5 Language Arts

Useful Language Arts Vocabulary

Author's Purpose - the reason an author writes; could be persuading, informing, or entertaining
Cause and Effect - identifying why something happened and the change that occurred
Characters - who or what the story is about; can be animals, people, or imaginary creatures
Compare and Contrast - describing the similarities and differences between two things
Conclusion - using facts and events in the story to make deductions or inferences
Context Clues - using hints from the sentences to determine the meaning of the words
Dictionary - reference book used for finding definitions
Fact - piece of information that can be proven true
Fiction - stories that are not true; make-believe and imaginative
Genre - categories used for sorting texts depending on form, style, and topic; Ex/ historical fiction
Glossary - reference book used for finding definitions; usually found in the back of a book
Nonfiction - stories and text that are true and factual
Opinion - what someone thinks
Prediction - a statement of what someone thinks will happen in a story or in the future
Prefixes - a group of letters added to the beginning of a word to alter the meaning of the word
Plot - what events are happening in the story; how does the story develop
Poetry - tells a story through verse and rhyme
Root Words - word parts that are combined with prefixes and suffixes to form words
Setting - the time and place of a story; the when and where a story takes place
Suffixes - a group of letters added to the end of a word to alter the meaning of the word
Summarize - to make a shortened version of a passage
Thesaurus - reference book used for finding synonyms and antonyms

Vivid Verbs

Instead of "run" use:

- bolt, dart, hustle, rocket, scoot, sprint, whiz, zoom, trot, hurry, or speed

Instead of "said" use:

- whispered, denied, shrieked, exclaimed, chirped, howled, protested, whined, argued, announced, concluded, declared, or mumbled

Descriptive Adjectives

adorable	drab
glamorous	sparkling
clumsy	fierce
mysterious	delightful
jolly	victorious
gigantic	massive
scrawny	noisy
ancient	rapid
swift	delicious
yummy	bumpy
cuddly	fluffy
numerous	bashful
elegant	icky
courageous	gleaming

Step of POWER Writing

- P** — **Prewriting** (Brainstorming)
O — **Organizing** (Planning and using graphic organizers.)
W — **Writing** (Rough draft or "Sloppy Copy")
E — **Editing** (Using the Editor's Checklist to correct punctuation, capitalization, spelling, subject/verb agreement, and correct English usage.)
R — **Rewriting/Rewriting** (Final copy for publication.)

Writing Domains

Composing

- Is the subject of my paper clear and focused?
- Is everything in my paper about the subject?
- Does my paper have examples and details?
- Is there a beginning, middle, and end?

Written Expression

- Is my vocabulary clear and specific?
- Do my verbs and other words create vivid pictures in the reader's mind?
- Do the sentences begin the same way or with the same words?
- Is my tone clear and appropriate?
- Does my paper sound like me?

Usage/Mechanics

- Do I have complete sentences?
- Did I eliminate all run-on sentences?
- Have I joined my short, choppy sentences?
- Are my verb tenses and subject/verb agreement correct?
- Have I used the correct nouns and pronouns?
- Have I used the correct adjectives and adverbs?
- Is each paragraph indented?
- Have I used capitalization correctly?
- Are the words spelled correctly?
- Have I used all other punctuation marks correctly?

Suggested Parent Activities

Ask your child:

- to make predictions before reading and then find facts to support their predictions as they read.
- read a variety of text including newspaper and magazine articles and then summarize the information for you as a newscast.
- use descriptive adjectives when telling or writing stories.