

## 5th Grade Language Arts

LAN0500

### Course Description

In fifth grade, reading comprehension is emphasized by integration of skills attainment from texts. Students will explain plot development and conflict resolution and differentiate between first and third person points of view. Fifth grade students will have an increased emphasis on nonfiction reading by identifying authors' organizational patterns, and using the text to support opinions and conclusions. Students will continue to expand vocabulary using knowledge of roots, affixes, synonyms, antonyms, and homophones. Students will use the writing process to write in a variety of forms including narrative, descriptive, expository, and persuasive. Students will demonstrate the ability to collaborate with diverse teams working respectfully with others, using active listening skills, and showing value for individual contributions. Students will deliver multimodal presentations and compare/contrast a variety of techniques used in media messages. The student will demonstrate comprehension of the research process by evaluating the relevance, reliability, and credibility of information collected to create a final product. The student will define the meaning and consequences of plagiarism.

### Rationale

This course offers students the opportunity to explore verbal and written expression of the English language. Communication is a very important skill, whether it be verbal or written. The course lends to the development of proper grammar, usage, and punctuation skills. The course emphasizes the parts of speech, proper grammatical conventions, literature, and writing.

### Prerequisite

None

### Measurable Learning Outcomes

- A. The student will use effective oral communication skills in a variety of settings.
- B. The student will create multimodal presentations that effectively communicate ideas.
- C. The student will learn how media messages are constructed and for what purposes.
- D. The student will expand vocabulary when reading.
- E. The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.
- F. The student will read and demonstrate comprehension of nonfiction texts.

- G. The student will write in a variety of forms to include narrative, descriptive, expository, and persuasive.
- H. The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.
- I. The student will find, evaluate, and select appropriate resources to create a research product.

## Course Materials

See LUOA's [Systems Requirements](#) for computer specifications necessary to operate LUOA curriculum. Also view [Digital Literacy Requirements](#) for LUOA's expectation of users' digital literacy.

Note: Embedded YouTube videos may be utilized to supplement LUOA curriculum. YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit educational institution, LUOA is able to use YouTube video content under the YouTube Terms of Service. For additional information on copyright, please contact the [Jerry Falwell Library](#).

## Materials Required for Purchase

The following materials are required in this course:

- *Number the Stars* by Lois Lowry
- *Esperanza Rising* by Pam Muñoz Ryan
- *Fantastic Mr. Dahl* by Michael Rosen
- *Escape from Mr. Lemoncello's Library* by Chris Grabenstein
- Students may acquire these books through a library or bookstore. All are available at Amazon.com in print or Kindle editions.

## Scripture Attribution

- Grades K-5: All Scripture quotations, unless otherwise indicated, are taken from the Holy Bible, New International Reader's Version®, Nlrv® Copyright © 1995, 1996, 1998, 2014 by Biblica, Inc.™ Used by permission of [Zondervan](#). All rights reserved worldwide. The "Nlrv" and "New International Reader's Version" are trademarks registered in the United States Patent and Trademark Office by Biblica, Inc.™
- Grades 7-12: All Scripture quotations, unless otherwise indicated, are from the ESV® Bible (The Holy Bible, English Standard Version®), copyright © 2001 by Crossway, a publishing ministry of Good News Publishers. Used by permission. All rights reserved. May not copy or download more than 500 consecutive verses of the ESV Bible or more than one half of any book of the ESV Bible."
- Sixth grade is a "transition" grade in which both Nlrv® and ESV are used as students are introduced to the ESV translation.

## Course Grading Policies

The student's grades will be determined according to the following grading scale and assignment weights. The final letter grade for the course is determined by a 10-point scale. Assignments are weighted according to a tier system, which can be referenced on the Grades Page in Canvas. Each tier is weighted according to the table below. Items that do not affect the student's grade are found in Tier 0.

Grading Scale		Assignment Weights	
A	90-100%	Tier 0	0%
B	80-89%	Tier 1	25%
C	70-79%	Tier 2	35%
D	60-69%	Tier 3	40%
F	0-59%		

In order for students to receive credit for a course, the following conditions have to be met:

1. All semester exams and module tests have to be completed,
2. All Tier 3 projects or papers have to be completed, and
3. Fewer than 10 zeros exist in the gradebook for blank submissions in a full credit course, 5 zeros for blank submissions in a semester course, and 3 zeros for blank submissions in a quarter course.

## Course Policies

Students are accountable for *all* information in the [Student Handbook](#). Below are a few policies that have been highlighted from the Student Handbook.

### Types of Assessments

To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by the title, "1.2.W Quiz: The American Revolution." These identifiers were placed on the Modules page to help students understand which Honor Code and Resubmission policies apply to that assessment (see the Honor Code and Resubmission policies on the pages that follow for further details).

- **Lesson:** *Any item on the Modules page designated as a "Lesson"*  
These include instructional content and sometimes an assessment of that content. Typically, a Lesson will be the day-to-day work that a student completes.
- **Assignment:** *Any item on the Modules page designated as an "Assignment"*  
Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do his or her best work on the first time.

- **Quiz:** *Any item on the Modules page designated as a “Quiz”*  
This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.
- **Test:** *Any item on the Modules page designated as a “Test”*  
This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.

### Resubmission Policy

Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

- **Lesson:** Students are automatically permitted two attempts on a Lesson. Students may freely resubmit for their first two attempts without the need for teacher approval.
- **Assignment:** Students should do their best work the first time on all Assignments. However, any resubmissions must be completed before the student moves more than one module ahead of that Assignment. For example, a student may resubmit an Assignment from Module 3 while in Module 4, but not an Assignment from Modules 1 or 2. High School students may not resubmit an Assignment without expressed written permission from the teacher in a comment.
- **Quiz:** Students may NOT resubmit for an increased grade.
- **Test:** Students may NOT resubmit for an increased grade.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as a computer malfunction, the student should message his or her teacher to make the request, and that request will need to be approved by a Department Chair.

### Consequences for Violations to the Honor Code

Every time a student violates the Honor Code, the teacher will submit an Honor Code Incident Report. The Student Support Coordinator will review the incident and allocate the appropriate consequences. Consequences, which are determined by the number of student offenses, are outlined below:

- **Warning:** This ONLY applies to high school Lessons and elementary/middle school Assignments and Lessons. Students should view these actions as learning opportunities.
  - **Lessons:** A zero will be assigned for the question only.
  - **Elementary/Middle School Assignment:** The student must redo his or her work; however, the student may retain his or her original grade.
- **1st Offense:**
  - **Lesson, Quiz, or Test:** The student will receive a 0% on the entire assessment.
  - **Assignment:** The student will either:

- Receive a 0% on the original assignment
- Complete the Plagiarism Workshop
- Retry the assignment for a maximum grade of 80%
- **2nd Offense:** The student will receive a 0% and be placed on academic probation.
- **3rd Offense:** The student will receive a 0% and the Faculty Chair will determine the consequences that should follow, possibly including withdrawal from the course or expulsion from the academy.

### **Materials Selection Policy**

LUOA curates educational materials that are consistent with the school's philosophy; however, the fallen human condition depicted in literature (as in Scripture itself) is not always pleasant. Valuable works sometimes have objectionable or profane elements. Good books provide four (4) recognized values.

- They build godly attitudes and character traits.
- They deepen our social and cultural awareness.
- They strengthen our use of written language.
- They provide a lifelong source of enjoyment and relaxation.

In order to instill these values in students and fulfill the stated objectives of the school, all LUOA students are expected to read and study good books on a regular basis. Recognizing that materials designed for one level may not be appropriate for another, three (3) levels of criteria are applied:

- Elementary materials must contain no objectionable material,
- Objectionable elements in sixth through eighth-grade materials must be limited and must serve a specific educational purpose, and
- Objectionable content may be included in high school materials but must be outweighed by positive literary, curricular, and/or Christian value.

Department chairs have approved required educational materials for students.

# Scope and Sequence

## 5th Grade Language Arts

### Module 1: Reading and Writing Strategies

Week 1: Parts of Speech and Reading Response

Week 2: Reading Strategies

Week 3: Plagiarism

Week 4: Writing Strategies

### Module 2: *Escape from Mr. Lemoncello's Library*

Week 5: *Escape from Mr. Lemoncello's Library* Chapters 1-16

Week 6: *Escape from Mr.*

*Lemoncello's Library* Chapters 17-32

Week 7: *Escape from Mr. Lemoncello's Library* Chapters 33-48

Week 8: *Escape from Mr. Lemoncello's Library* Chapters 49-56

Week 9: Review Week

### Module 3: Types of Writing

Week 10: Types of Writing

Week 11: Compare and Contrast

### Module 4: *Esperanza Rising* and Grammar

Week 12: *Esperanza Rising* Beginning

Week 13: *Esperanza Rising* Chapters 5-8

Week 14: *Esperanza Rising* Chapters 9-12 and Grammar

### Module 5: *Esperanza Rising*, Text Structure and Features

Week 15: *Esperanza Rising* Ending

Week 16: Text Structure

Week 17: Text Features

Week 18: Review Week

### Module 6: *Fantastic Mr. Dahl*

Week 19: *Fantastic Mr. Dahl* Chapters 1-3

Week 20: *Fantastic Mr. Dahl* Chapters 4-7

Week 21: *Fantastic Mr. Dahl* Chapters Nine Through Postscript

### Module 7: Story Elements

Week 22: Literary Devices

Week 23: Character

Week 24: Genres

Week 25: W-R-I-T-E

Week 26: Story Elements Wrap-Up

Week 27: Quarter Review Week

### Module 8: *Number the Stars* Chapters One Through Eleven

Week 28: *Number the Stars* Chapters 1-3

Week 29: *Number the Stars* Chapters 4-7

Week 30: *Number the Stars* Chapters 8-11

### Module 9: *Number the Stars* Ending

Week 31: *Number the Stars* Chapters 12-15

Week 32: *Number the Stars* Ending

Week 33: *Number the Stars* Characters

### Module 10: Poetry and Review

Week 34: Beginning Poetry

Week 35: More Poetry

Week 36: Quarter Review Week