

St. Clement's School
Course Outline
Fifth Grade English
Fall Semester

- I. Course Content
 - A. Daily written language: proofreading and sentence correction
 - 1. Capitalization
 - 2. Punctuation
 - 3. Grammar
 - 4. Spelling
 - B. Unit 1: Composition focus-personal narrative
 - 1. Reading personal narrative with a writer's eye
 - 2. Analyzing a personal narrative
 - 3. Connecting cause and effect
 - 4. Using details to explain
 - 5. Prewriting personal narrative
 - 6. Drafting personal narrative
 - 7. Revising personal narrative
 - 8. Proofreading personal narrative
 - 9. Writing final draft of personal narrative
 - C. Unit 1: Grammar focus-sentences
 - 1. Identifying sentences
 - 2. Identifying types of sentences: declarative, imperative, interrogative, and exclamatory
 - 3. Identifying complete and simple subjects of sentences
 - 4. Identifying complete and simple predicates of sentences
 - 5. Identifying subjects in imperative sentences
 - 6. Identifying compound subjects and predicates
 - 7. Identifying and avoiding sentence fragments and run-on sentences
 - 8. Building vocabulary based on context clues
 - D. Unit 2: Composition focus-expository paragraph
 - 1. Reading an information article with a writer's eye
 - 2. Analyzing an expository paragraph
 - 3. Connecting main idea and details
 - 4. Using examples
 - 5. Prewriting expository paragraph
 - 6. Drafting expository paragraph
 - 7. Revising expository paragraph
 - 8. Proofreading expository paragraph
 - 9. Writing final draft of expository paragraph
 - E. Unit 2: Grammar focus-nouns
 - 1. Identifying nouns
 - 2. Changing singular into plural nouns
 - 3. Distinguishing between common and proper nouns

4. Capitalizing proper nouns
 5. Writing abbreviations
 6. Forming and using singular and plural possessive nouns
 7. Building vocabulary using compound words
- F. Unit 3: Composition focus-how-to paragraph
1. Reading how-to paragraphs with a writer's eye
 2. Analyzing a how-to paragraph
 3. Visualizing steps in a process
 4. Writing for an audience and a purpose
 5. Prewriting a how-to paragraph
 6. Drafting a how-to paragraph
 7. Revising a how-to paragraph
 8. Proofreading a how-to paragraph
 9. Writing a final draft of how-to paragraph
- G. Unit 3: Grammar focus- verbs
1. Identifying action verbs
 2. Identifying linking verbs and their role
 3. Identifying and using appropriate main verbs and helping verbs
 4. Forming and using present, past, and future tense verbs
 5. Identifying “be” and “have” as main verbs or helping verbs
 6. Building vocabulary using synonyms and antonyms
- II. Learning objectives
- A. Proofread daily written language sentences
 - B. Write previously-corrected sentences without errors in capitalization, punctuation, grammar, and spelling
 - C. Write a personal narrative using details and explaining cause-and-effect relationships
 - D. Identify subjects and predicates in four different types of sentences
 - E. Write an expository paragraph with a main idea and supporting details and examples
 - F. Identify and use proper and common nouns with appropriate capitalization and usage of possessive forms
 - G. Write a how-to paragraph that demonstrates visualization of the process to be performed
 - H. Identify verbs and their tense and role as action verbs, helping, or linking verbs
 - I. Build and use vocabulary with use of context clues, compound words, synonyms, and antonyms
- III. Assessment
- Students are expected to work to the best of their ability and to take an interest in and responsibility for their learning.
- A. Homework: Assignments will be given on a daily basis and will be written on the chalkboard as they are given in class. It is a student's responsibility to record assignments in a convenient and easily accessible place. Students will usually begin these assignments in class and finish at home.

B. Weighting and re-dos

1. Daily class work and homework assignments, as well as any quizzes, will be weighted once in the averaging of each student's grade
2. Homework grades below 60 may be redone with a parent signature to receive a passing grade of 70. Re-dos are not available for late work or tests. Papers which are given back to be redone but are not counted against the student's effort grade
2. Tests and major writing projects are weighted twice in the averaging of grades

IV. Class policies

A. Materials

1. Textbook (covered)
2. Hardcover three-ring binder
3. Loose-leaf lined notebook paper
4. Spiral notebook
5. Pencils
6. Red pen for grading

B. Late work

Late homework will be accepted on the next day with five points deducted. On the second day, fifteen points will be subtracted.

Assignments received after that day or not received at all will be given a 50. Chronic late work will result in a parent conference with the teacher.

C. Absences

1. If the student knows in advance that he or she will be absent, for whatever reason, that student is expected to get all assignments from the teacher before leaving school. These assignments must be turned in upon returning.
2. If the student is unexpectedly ill, please follow the lower school academic policy. Parents may pick up books and assigned work at the end of the school day in the Lower School Office. The student will have the same number of days to turn in assigned work as he or she was absent. Tests and long-term assignments scheduled before the absence must be taken or completed when the student returns to school.