

Important Concepts . . .

Preview Review



Language Arts

Grade 5

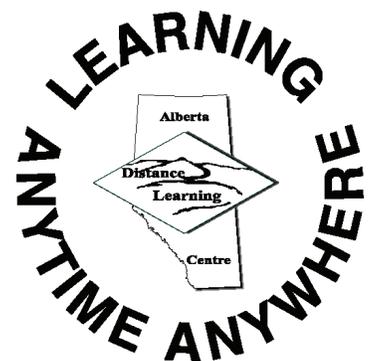
W3 - Lesson 5: Review

Important Concepts of Grade 5 Language Arts	Materials Required
W1 - Lesson 1 Sentence Structure W1 - Lesson 2 Sentence Types W1 - Lesson 3 Paragraphs W1 - Lesson 4 Narrative Paragraphs W1 - Lesson 5 Review W1 - Quiz	Textbooks <i>Collections: Tales– Clever, Foolish, and Brave</i>
W2 - Lesson 1 Poetry 1 W2 - Lesson 2 Poetry 2 W2 - Lesson 3 Narrative Elements 1 W2 - Lesson 4 Narrative Elements 2 W2 - Lesson 5 Review W2 - Quiz	
W3 - Lesson 1 The Writing Process 1 W3 - Lesson 2 The Writing Process 2 W3 - Lesson 3 The Writing Process 3 W3 - Lesson 4 Spelling W3 - Lesson 5 Review W3 - Quiz	

Language Arts Grade 5
 Version 5
 Preview/Review W3 - Lesson 5

Publisher: Alberta Distance Learning Centre
 Author: Pam Wenger
 In-House Teacher: Bill Peterson

Project Coordinator: Dennis McCarthy
 Preview/Review Publishing Coordinating Team: Nina Johnson,
 Laura Renkema, and Donna Silgard



The Alberta Distance Learning Centre has an Internet site that you may find useful. The address is as follows: <http://www.adlc.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

ALL RIGHTS RESERVED

Copyright © 2007, by Alberta Distance Learning Centre, 4601-63 Avenue, Barrhead, Alberta, Canada, T7N 1P4. Additional copies may be obtained from the Alberta Distance Learning Centre.

No part of this courseware may be reproduced or transmitted in any form, electronic or mechanical, including photocopying (unless otherwise indicated), recording, or any information storage and retrieval system, without the written permission of Alberta Distance Learning Centre.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Distance Learning Centre so that appropriate corrective action can be taken.

IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.

Preview/Review Concepts for Grade Five Language Arts



*W3 - Lesson 5:
Review*

OBJECTIVES

By the end of this lesson, you should

- review and use the writing process steps to produce a piece of storywriting
- review and use spelling strategies

W3 - Lesson 5: Review

The Writing Process

In W3 - Lessons 1 to 3, you learned about the steps of the writing process:

1. Prewriting
2. Writing
3. Revising
4. Proofreading
5. Publishing

Prewriting is the step in which you plan and organize your story before the actual writing. You must decide on the following story **elements**:

- point of view (who is telling the story)
- setting (where and when the story takes place)
- characters (the people in the story)
- conflict (the problem faced by the main character)
- plot (the events of the story)

The above story elements can be organized and related in a **story web** or **chart**.

In the **writing** step, you write the first draft of your story. You put the ideas and events from the prewriting step into sentences and paragraphs, but you do not make changes or corrections at this stage.

Changes are made during the **revising** step. You make changes to the characters or conflict, add or remove ideas and events, or change the order of events.

After story revisions are made, you make necessary corrections in the **proofreading** step. You correct errors of spelling, punctuation, capital letters, and sentence structure. After proofreading is complete, you write the final draft of your story.

The final step in the writing process is **publishing** in which you finish the presentation of your story. For example, you might type your story, use special paper, make a title page, or add illustrations to your final draft. Your story is now ready to present to your chosen audience!

Spelling

In W3 - Lesson 4, you learned a few spelling strategies that can help you improve your spelling:

- mnemonics
- dissecting words
- recognizing homophones
- recognizing silent letters

Mnemonics are memory aids that make unusual connections between word parts. They include

- small words inside bigger words (man age, golden)
- sentences related to the letters of a word (wear = **w**alk **e**ast **a**nd **r**est.)
- letter patterns in words (Can a bear learn to wear shoes?)
- silent letter pronunciations (sign = “sig’ en”)

Dissecting means taking words apart in different ways, including

- syllables (char-ac-ter)
- smaller words (setting: set, in, tin)
- patterns in word groups (sight and flight both end in -ight)

Homophones are words that sound the same but are spelled differently.

Examples: break - brake
there - their - they're

Silent letters are letters that are not heard when words are pronounced.

Examples: light, wrist, climb

