

English Language Arts – Grade 5

(5.1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

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(5.2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;

(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;

(C) produce analogies with known antonyms and synonyms;

(D) identify and explain the meaning of common idioms, adages, and other sayings; and

(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

(5.3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures;

(B) describe the phenomena explained in origin myths from various cultures; and

(C) explain the effect of a historical event or movement on the theme of a work of literature.

(5.4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.

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(5.5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the similarities and differences between an original text and its dramatic adaptation.

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(5.6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;

(B) explain the roles and functions of characters in various plots, including their relationships and conflicts; and

(C) explain different forms of third-person points of view in stories.

(5.7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.

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(5.8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to evaluate the impact of sensory details, imagery, and figurative language in literary text.

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(5.9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).
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(5.10) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.
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(5.11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:
(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;
(B) determine the facts in text and verify them through established methods;
(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;
(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information; and
(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.
(5.12) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:
(A) identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; and
(B) recognize exaggerated, contradictory, or misleading statements in text.
(5.13) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures; and
(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.
(5.14) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:
(A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);
(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news);
(C) identify the point of view of media presentations; and
(D) analyze various digital media venues for levels of formality and informality.
(5.15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;
(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;
(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;
(D) edit drafts for grammar, mechanics, and spelling; and
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

(5.16) Writing/Evaluation. The student evaluates his/her own writing and the writing of others. The student is expected to:
(A) apply criteria to evaluate writing;
(B) respond in constructive ways to others' writing;
(C) evaluate how well his/her own writing achieves its purposes
(D) analyze published examples as models for writing; and
(E) review a collection of his/her written works to determine its strengths and weaknesses and to set goals as a writer
(5.17) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
(A) write imaginative stories that include:
(i) a clearly defined focus, plot, and point of view;
(ii) a specific, believable setting created through the use of sensory details; and
(iii) dialogue that develops the story; and
(B) write poems using:
(i) poetic techniques (e.g., alliteration, onomatopoeia);
(ii) figurative language (e.g., similes, metaphors); and
(iii) graphic elements (e.g., capital letters, line length).
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(5.18) Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.
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(5.19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
(A) create multi-paragraph essays to convey information about the topic that:
(i) present effective introductions and concluding paragraphs;
(ii) guide and inform the reader's understanding of key ideas and evidence;
(iii) include specific facts, details, and examples in an appropriately organized structure;
(iv) use a variety of sentence structures and transitions to link paragraphs;
(B) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing); and
(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.
(5.20) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.
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(5.21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
(i) verbs (irregular verbs and active voice);
(ii) collective nouns (e.g., class, public);
(iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best);
(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);
(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;
(vi) indefinite pronouns (e.g., all, both, nothing, anything);
(vii) subordinating conjunctions (e.g., while, because, although, if); and
(viii) transitional words (e.g., also, therefore);
(B) use the complete subject and the complete predicate in a sentence; and
(C) use complete simple and compound sentences with correct subject-verb agreement.

(5.22) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
(A) use capitalization for:
(i) abbreviations;
(ii) initials and acronyms; and
(iii) organizations;
(B) recognize and use punctuation marks including:
(i) commas in compound sentences; and
(ii) proper punctuation and spacing for quotations; and
(C) use proper mechanics including italics and underlining for titles and emphasis.
(5.23) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
(A) spell words with more advanced orthographic patterns and rules:
(i) consonant changes (e.g., /t/ to/sh/ in select, selection; /k/ to/sh/ in music, musician);
(ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal); and
(iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation);
(B) spell words with:
(i) Greek Roots (e.g., tele, photo, graph, meter);
(ii) Latin Roots (e.g., spec, scribe, rupt, port, ject, dict);
(iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist); and
(iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence);
(C) differentiate between commonly confused terms (e.g., its, it's; affect, effect);
(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and
(E) know how to use the spell-check function in word processing while understanding its limitations.
(5.24) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and
(B) generate a research plan for gathering relevant information about the major research question.
(5.25) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:
(A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;
(B) differentiate between primary and secondary sources;
(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;
(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and
(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.
(5.26) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:
(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions;
(B) evaluate the relevance, validity, and reliability of sources for the research.
(5.27) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:
(A) compiles important information from multiple sources;
(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;
(C) presents the findings in a consistent format; and
(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).

<p>(5.28) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p>
<p>(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;</p>
<p>(B) follow, restate, and give oral instructions that include multiple action steps; and</p>
<p>(C) determine both main and supporting ideas in the speaker's message.</p>
<p>(5.29) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p>
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<p>(B) present dramatic interpretations of experiences, stories, poems, or plays to communicate</p>
<p>(5.30) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.</p>
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