

## Grade Five

In the fifth grade, students expand and deepen the concepts, skills, and strategies learned in earlier grades. Fifth grade students read and comprehend texts from a variety of genres (fiction, nonfiction, poetry, and drama) and subject areas (math, science, social studies, and English language arts), and they make new connections as they encounter new ideas and begin to study subjects in more formal ways.

Students use writing as a tool for learning, and they write for a variety of purposes and audiences. Fifth graders write daily in order to maximize and formalize their writing skills. Students communicate their personal voices in writing, expressing ideas through journals, notes, and e-mail. They understand and articulate how authors use a variety of techniques and craft in their writing, and they show evidence of the author's craft in their own writing. Additionally, students are aware of the connections between reading and writing, and they use those skills to learn and understand more about their world and different cultures. Students continue to increase vocabulary knowledge through reading, word study, discussion, and content area study.

In their verbal interactions, students communicate effectively with different audiences. Fifth graders engage in student-to-student and student-to-teacher interactions about a variety of texts and concepts. They use appropriate conversational skills, and they speak in turns rather than all at once during group interaction. Students are able to understand a problem or conflict as stated in oral, visual, or written texts, and they can determine an appropriate solution. In this process, students utilize previous knowledge and experience, draw conclusions and/or make valid generalizations, and apply logic to develop possible solutions. Fifth grade students support solutions with a variety of evidence and reasons.

Students participate in a cooperative learning environment, and they move independently around the room to gain information from other students. Students work cooperatively in a variety of situations, assuming productive roles within each group. Fifth graders also complete more complex assignments that ask them to use sources to inform their oral and written discussions of topics.

## READING

In reading a text closely, the student works carefully to discern the author's perspective and the particular facts and details that support it. The student reads thoughtfully and purposefully, constantly checking for understanding of the author's intent and meaning so that the interpretation will be sound.

**ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. The texts are of the quality and complexity illustrated by the Grade Five reading list.**

For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

- a. Identifies and analyzes the elements of setting, characterization, and conflict in plot.
- b. Identifies and analyzes the structural elements particular to dramatic literature (e.g., scenes, acts, cast of characters, stage directions) in the plays read, viewed, written, and performed.
- c. Identifies and analyzes the similarities and differences between a narrative text and its film or play version.
- d. Relates a literary work to information about its setting (historically or culturally).
- e. Identifies imagery, figurative language (e.g., personification, metaphor, simile, hyperbole), rhythm, or flow when responding to literature.
- f. Identifies and analyzes the author's use of dialogue and description.
- g. Applies knowledge of the concept that theme refers to the main idea and meaning of a selection, whether implied or stated.
- h. Responds to and analyzes the effects of sound, figurative language, and graphics in order to uncover meaning in poetry.
  - i. Sound (e.g., alliteration, onomatopoeia, rhyme scheme)
  - ii. Figurative language (e.g., personification, metaphor, simile, hyperbole)
  - iii. Graphics (e.g., capital letters, line length).
- i. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.
- j. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life.
- k. Identifies common structures and stylistic elements (e.g., hyperbole, refrain, simile) in traditional literature.

For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:

- a. Locates facts that answer the reader's questions.
- b. Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary).
- c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, captions, and illustrations).
- d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, logical order, cause and effect, classification schemes).
- e. Distinguishes cause from effect in context.
- f. Identifies and analyzes main ideas, supporting ideas, and supporting details.

- g. Makes perceptive and well-developed connections.
- h. Relates new information to prior knowledge and experience and makes connections to related topics or information.

**ELA5R2 The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The quality and complexity of the materials to be read are illustrated in the sample reading list. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and electronic material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.**

**ELA5R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student**

- a. Reads a variety of texts and incorporates new words into oral and written language.
- b. Determines the meaning of unfamiliar words using context clues (e.g., definition, example).
- c. Determines the meaning of unfamiliar words using knowledge of common roots, suffixes, and prefixes.
- d. Determines pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses.
- e. Identifies the meaning of common prefixes (e.g., un-, re-, dis-).
- f. Identifies the meaning of common idioms and figurative phrases.
- g. Identifies playful uses of language (e.g., puns, jokes, palindromes).
- h. Recognizes and uses words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence.
- i. Identifies and applies the meaning of the terms antonym, synonym, and homophone.

**ELA5R4 The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres of the quality and complexity illustrated in the sample reading list, in a way that makes meaning clear to listeners. The student**

- a. Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.
- b. Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies).
- c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).

## WRITING

The student writes clear, coherent text that develops a central idea or tells a story. The writing shows consideration of the audience and purpose. The student progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).

**ELA5W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student**

- a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
- b. Writes texts of a length appropriate to address the topic or tell the story.
- c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
- d. Uses appropriate structures to ensure coherence (e.g., transition elements).

**ELA5W2 The student demonstrates competence in a variety of genres.**

The student produces a narrative that:

- a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest.
- b. Establishes a plot, point of view, setting, and conflict, and/or the significance of events.
- c. Creates an organizing structure.
- d. Includes sensory details and concrete language to develop plot and character.
- e. Excludes extraneous details and inconsistencies.
- f. Develops complex characters through actions describing the motivation of characters and character conversation.
- g. Uses a range of appropriate narrative strategies such as flashback, foreshadowing, dialogue, tension, or suspense.
- h. Provides a sense of closure to the writing.
- i. Lifts the level of language using appropriate strategies including word choice.

The student produces informational writing (e.g., report, procedures, correspondence) that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. Develops a controlling idea that conveys a perspective on a subject.
- c. Creates an organizing structure appropriate to a specific purpose, audience, and context.
- d. Includes appropriate facts and details.
- e. Excludes extraneous details and inappropriate information.
- f. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote.
- g. Draws from more than one source of information such as speakers, books, newspapers, and online materials.
- h. Provides a sense of closure to the writing.
- i. Lifts the level of language using appropriate strategies including word choice.

The student produces a response to literature that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. Advances a judgment that is interpretive, evaluative, or reflective.
- c. Supports judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge.
- d. Develops interpretations that exhibit careful reading and demonstrate an understanding of the literary work.
- e. Excludes extraneous details and inappropriate information.
- f. Provides a sense of closure to the writing.
- g. Lifts the level of language using appropriate strategies including word choice.

The student produces a persuasive essay that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. States a clear position in support of a proposal.
- c. Supports a position with relevant evidence.
- d. Creates an organizing structure appropriate to a specific purpose, audience, and context.
- e. Addresses reader concerns.
- f. Excludes extraneous details and inappropriate information.
- g. Provides a sense of closure to the writing.
- h. Raises the level of language using appropriate strategies (word choice).

**ELA5W3 The student uses research and technology to support writing. The student**

- a. Acknowledges information from sources.
- b. Uses organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.
- c. Uses various reference materials (e.g., dictionary, thesaurus, encyclopedia, electronic information) as aids to writing.
- d. Uses the features of texts (e.g., index, table of contents, guide words, alphabetical/numerical order) to obtain and organize information and thoughts.
- e. Demonstrates basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive).
- f. Creates simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, thesaurus, spell check).
- g. Uses a thesaurus to identify alternative word choices and meanings.

**ELA5W4 The student consistently uses a writing process to develop, revise, and evaluate writing. The student**

- a. Plans and drafts independently and resourcefully.
- b. Revises manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.
- c. Edits to correct errors in spelling, punctuation, etc.

## CONVENTIONS

**Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking, rather than in isolation.** The student writes to make connections with the larger world. A student's ideas are more likely to be taken seriously when the words are spelled accurately and the sentences are grammatically correct. Use of Standard English conventions helps readers understand and follow the student's meaning, while errors can be distracting and confusing. Standard English conventions are the "good manners" of writing and speaking that make communication fluid.

**ELA5C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student**

- a. Uses and identifies the eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
- b. Expands or reduces sentences (e.g., adding or deleting modifiers, combining or revising sentences).
- c. Uses and identifies verb phrases and verb tenses.
- d. Recognizes that a word performs different functions according to its position in the sentence.
- e. Varies the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound, complex, and compound-complex).
- f. Uses and identifies correct mechanics (e.g., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations) and correct sentence structure (e.g., elimination of sentence fragments and run-ons).
- g. Uses additional knowledge of correct mechanics (e.g., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (e.g., elimination of fragments and run-ons), and correct Standard English spelling (e.g., commonly used homophones) when writing, revising, and editing.

## **LISTENING, SPEAKING, AND VIEWING**

The student demonstrates an understanding of listening, speaking, and viewing skills for a variety of purposes. The student listens critically and responds appropriately to oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.

### **ELA5LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student**

- a. Initiates new topics in addition to responding to adult-initiated topics.
- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- d. Uses language cues to indicate different levels of certainty or hypothesizing (e.g., “What if. . .”; “Very likely. . .”; “I’m unsure whether. . .”).
- e. Confirms understanding by paraphrasing the adult’s directions or suggestions.
- f. Displays appropriate turn-taking behaviors.
- g. Actively solicits another person’s comments or opinions.
- h. Offers own opinion forcefully without domineering.
- i. Responds appropriately to comments and questions.
- j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.
- k. Gives reasons in support of opinions expressed.
- l. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.

### **ELA5LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.**

When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:

- a. Demonstrates an awareness of the presence of the media in the daily lives of most people.
- b. Evaluates the role of the media in focusing attention and in forming an opinion.
- c. Judges the extent to which media provide a source of entertainment as well as a source of information.

When delivering or responding to presentations, the student:

- a. Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members.
- b. Uses notes, multimedia, or other memory aids to structure the presentation.
- c. Engages the audience with appropriate verbal cues and eye contact.
- d. Projects a sense of individuality and personality in selecting and organizing content and in delivery.
- e. Shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials.
- f. Uses technology or other memory aids to structure the presentation.