5th Grade Reading/Language Arts

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development.

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Decoding and Word Recognition

1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

1.2 Use word origins to determine the meaning of unknown words.
1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
1.5 Understand and explain the figurative and metaphorical use of words in context.

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.

Structural Features of Informational Materials

2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.
2.2 Analyze text that is organized in sequential or chronological order.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
2.4 Draw inferences, conclusions, or generalizations about text and support them
with textual evidence and prior knowledge.

**Expository Critique**

2.5 Distinguish facts, supported inferences, and opinions in text.

**2.0 Literary Response and Analysis**

Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students.

**Structural Features of Literature**

3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

**Writing**

**1.0 Writing Strategies**

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

**Organization and Focus**

1.1 Create multiple-paragraph narrative compositions:

   a. Establish and develop a situation or plot.
   b. Describe the setting.
   c. Present an ending.

1.2 Create multiple-paragraph compositions:

   a. Establish a topic, important ideas, or events in sequence or chronological order.
   b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.
   c. Offer a concluding paragraph that summarizes important ideas and
Research and Technology

1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.
1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, thesaurus, spell checks).

Evaluation and Revision

1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.

2.0 Writing Applications (Genres and Their Characteristics)

Using the writing strategies of grade five outlined in Writing Standard 1.0, students:

2.1 Write narratives:
   a. Establish a plot, point of view, setting, and conflict.
   b. Show, rather than tell, the events of the story.

2.3 Write research reports about important ideas, issues, or events by using the following guidelines:
   a. Frame questions that direct the investigation.
   b. Establish a controlling idea or topic.
   c. Develop the topic with simple facts, details, examples, and explanations.

2.4 Write persuasive letters or compositions:
   a. State a clear position in support of a proposal.
   b. Support a position with relevant evidence.
   c. Follow a simple organizational pattern.
   d. Address reader concerns.

Written and Oral

1.0 Written and Oral English Language Conventions
Students write and speak with a command of standard English conventions appropriate to this grade level.

**Sentence Structure**

1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.

**Grammar**

1.2 Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns.

**Capitalization**

1.4 Use correct capitalization.

**Spelling**

1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

**Listening and Speaking**

**1.0 Listening and Speaking Strategies**

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

**Comprehension**

1.1 Ask questions that seek information not already discussed.
1.2 Interpret a speaker's verbal and nonverbal messages, purposes.
1.3 Make inferences or draw conclusions based on an oral report.

**Organization and Delivery of Oral Communication**

1.4 Select a focus, organizational structure, and point of view for an oral presentation.
1.5 Clarify and support spoken ideas with evidence and examples.
1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.

**Analysis and Evaluation of Oral and Media Communications**
1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.
1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade five outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver narrative presentations:
   a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.
   b. Show, rather than tell, the listener what happens.

2.2 Deliver informative presentations about an important idea, issue, or event by the following means:
   a. Frame questions to direct the investigation.
   b. Establish a controlling idea or topic.
   c. Develop the topic with simple facts, details, examples, and explanations.

2.3 Deliver oral responses to literature:
   a. Summarize significant events and details.
   b. Articulate an understanding of several ideas or images communicated by the literary work.
   c. Use examples or textual evidence from the work to support conclusions.