

## LANGUAGE ARTS CONTENT STANDARDS GRADE 5

### READING

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. Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.

**WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:** The standards for word analysis, fluency, and systematic vocabulary development are a key part of development in fourth through sixth grades. Skillful and fluent decoding is of fundamental importance to reading comprehension. A primary focus in these grades is having students learn words and concepts. Students study the origins, derivations, and use of words over time and in different types of text. Although extensive independent reading is the primary means of increasing vocabulary knowledge, children continue to need direct instruction in word-learning strategies to develop their vocabularies and enhance their ability to learn new words while reading.

Vocabulary knowledge is a direct result of how much a student reads. The more a student reads, the more the vocabulary knowledge increases. For example, students who read one-half million to one million words of running text generally learn approximately 3,000 words per year.

#### *Word Recognition*

- **Read narrative and expository text aloud with fluency and accuracy, and with appropriate pacing, intonation, and expression.**

#### *Vocabulary and Concept Development*

- **Use word origins to determine the meaning of unknown words.**
- **Understand and explain frequently used synonyms, antonyms and homographs.**
- Know abstract, derived roots and affixes from Greek and Latin, and use this knowledge to analyze the meaning of complex words (e.g., controversial).
- Understand and explain the figurative and metaphorical use of words in context.

**READING COMPREHENSION (Focus on Informational Materials):** In the upper elementary grades the standards focus primarily on the structural features of informational text. In fourth grade students learn to look at text patterns such as compare and contrast; central focus or theme; and use of facts, details, and examples. These fundamentals are then incorporated across other grade levels.

### *Structural Features of Informational Materials*

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

### *Comprehension and Analysis of Grade-Level-Appropriate Text*

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

### *Expository Critique*

- **Distinguish among facts, supported inferences, and opinions in text.**

**LITERARY RESPONSE AND ANALYSIS:** Students continue to learn about fundamental elements of literature that will allow them to appreciate the rich quality and complexity of materials they read. Through the upper elementary grades students identify and analyze a wide variety of literary forms such as poetry, drama, myths and fables. Students learn to understand the complex elements of plot and evaluate patterns and literary techniques that influence the readers' perspectives.

### *Structural Features of Literature*

- **Identify and analyze the characteristics of poetry, drama, fiction, and non-fiction as literary forms chosen by an author for a specific purpose.**

### *Narrative Analysis of Grade-Level-Appropriate Text*

- **Identify the main problem or conflict of the plot and how it is resolved.**
- Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme (e.g., loyalty, selfishness, conscientiousness).
- **Understand that theme refers to the meaning or moral of a selection, and recognize themes whether implied or stated directly in sample works.**
- Describe the function and effect of key literary devices (e.g., imagery, metaphor, symbolism).

### *Literary Criticism*

- **Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures (Reader Response).**
- Evaluate the author's use of various techniques to influence readers' perspectives (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) (Reader Response).

## WRITING

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. They write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

**WRITING STRATEGIES AND APPLICATIONS:** Students continue to use all stages of the writing process, but the standards specifically address revising and editing. They are expected to create multiple-paragraph narrative and expository compositions and use traditional structures (e.g., chronological order, cause and effect, etc.) for conveying information. It also assumes that students can select a focus, organizational structure, and point of view based on purpose, audience, and format. The standards begin to make use of the research process and a variety of learning resources and technologies in the school library, classrooms, the community, and the home as tools and strategies for preparing various types of documents, reports, and presentations. Writing applications are extended in a full range of text structures, including biographies, short stories, responses to literature, research reports, and persuasive compositions.

### WRITING STRATEGIES:

#### *Organization and Focus*

- **Create multiple-paragraph narrative compositions:**
  - a. Establish and develop a situation or plot.
  - b. Describe the setting.
  - c. Present an ending.
- **Create multiple-paragraph expository 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 details.

#### *Research and Technology*

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

#### *Evaluation and Revision*

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

## **WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):**

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

- **Write narratives:**
  - a. Establish a plot, point of view, setting, and conflict.
  - b. Show, rather than tell, the events of the story.
- **Write responses to literature:**
  - a. Demonstrate an understanding of a literary work.
  - b. Support judgments through references to the text and to prior knowledge.
  - c. Develop interpretations that exhibit careful reading and understanding.
- **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.
- **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 ENGLISH-LANGUAGE CONVENTIONS**

Students write and speak with a command of standard English conventions that are appropriate to this grade level.

**WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students are expected to have a command of the English-language conventions, including sentence structure, grammar, punctuation, capitalization, and spelling.**

### *Sentence Structure*

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

### *Grammar*

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

### *Punctuation*

- Use colon to separate hours and minutes and to introduce a list; use quotation marks around exact words of speaker and names of poems, songs, short stories, etc.

### *Capitalization*

- Use correct capitalization.

### *Spelling*

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

## LISTENING AND SPEAKING

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. They 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 organization and delivery strategies outlined in Listening and Speaking Standard 1.

**LISTENING AND SPEAKING STRATEGIES:** In the upper elementary grades, listening strategies require that students ask thoughtful questions, summarize major ideas, use supporting evidence to substantiate conclusions, and identify how language usages reflect regional and cultural differences. During their delivery of oral communications, students are expected to present effective introductions and conclusions; use traditional structures for conveying information. They are expected to analyze news media with increasing sophistication and ability.

### *Comprehension*

- **Ask questions that seek information not already discussed.**
- Interpret speaker's verbal and non-verbal messages, purposes, and perspectives.
- Make inferences or draw conclusions based on an oral report.

### *Organization and Delivery of Oral Communication*

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

### *Analysis and Evaluation of Oral and Media Communications*

- Identify, analyze, and critique the persuasive techniques (e.g., promises, dares and flattery, glittering generalities), and identify any logical fallacies used in oral presentations and media messages.
- **Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.**

**SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):** Students are expected to use speaking strategies to deliver narrative and informative presentations. They should demonstrate their ability to relate ideas, frame a key question, establish a controlling idea or topic, and summarize. They should use clear diction, tempo, volume and phrasing.

Using the Grade 5 speaking strategies outlined in Listening and Speaking Standard 1.0, students:

- 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.
- **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.
- 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.