Grade 5 – English/Language Arts

Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development
Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Decoding and Word Recognition
5.1.1
Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.

Vocabulary and Concept Development
5.1.2
Use word origins to determine the meaning of unknown words.

5.1.3
Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).

5.1.4
Know less common roots (*graph = writing, logos = the study of*) and word parts (*auto = self, bio = life*) from Greek and Latin and use this knowledge to analyze the meaning of complex words (*autograph, autobiography, biography, biology*).

5.1.5
Understand and explain the figurative use of words in similes (comparisons that use *like* or *as*: *The stars were like a million diamonds in the sky.*) and metaphors (implied comparisons: *The stars were brilliant diamonds in the night sky.*).

5.1.6
Understand unknown words by using word, sentence, and paragraph clues to determine meaning.

Standard 2: READING: Comprehension and Analysis of Nonfiction and Informational Text
Students read and understand grade-level-appropriate material. The selections in the <u>Indiana Reading List</u> illustrate the quality and complexity of the materials to be read by students. At Grade 5, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many different subject areas, magazines and periodicals, reference and technical materials, and online information.

Structural Features of Informational and Technical Materials
5.2.1
Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.

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5.2.2
Analyze text that is organized in sequential or chronological order.

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text
5.2.3
Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.

5.2.4
Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

5.2.6
Follow multiple-step instructions in a basic technical manual.

Expository (Informational) Critique
5.2.5
Distinguish among facts, supported inferences, evidence, and opinions in text.

Standard 3: READING: Comprehension and Analysis of Literary Text
Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List, which illustrate the quality and complexity of the materials to be read by students. At Grade 5, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.

Structural Features of Literature
5.3.1
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.

Analysis of Grade-Level-Appropriate Literary Text
5.3.2
Identify the main problem or conflict of the plot and explain how it is resolved.

5.3.3
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.

5.3.4
Understand that *theme* refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.

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5.3.5
Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.
- Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.
- Imagery: the use of language to create vivid pictures in the reader's mind.
- Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money.*

5.3.8
Identify the speaker or narrator in a selection and tell whether the speaker or narrator is a character involved in the story.

Literary Criticism
5.3.6
Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.

5.3.7
Evaluate the author's use of various techniques to influence readers' perspectives.

Standard 4: WRITING: Processes and Features
Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing

Organization and Focus
5.4.1
Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.

5.4.2
Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.

5.4.3
Write informational pieces with multiple paragraphs that:
- present important ideas or events in sequence or in chronological order.
- provide details and transitions to link paragraphs.
- offer a concluding paragraph that summarizes important ideas and details.

5.4.11

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Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and stating and supporting a hypothesis with data.

Research Process and Technology
5.4.4
Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.

5.4.5
Use note-taking skills when completing research for writing.

5.4.6
Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.

5.4.7
Use a thesaurus to identify alternative word choices and meanings.

Evaluation and Revision
5.4.8
Review, evaluate, and revise writing for meaning and clarity.

5.4.9
Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.

5.4.10
Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.

Standard 5: WRITING: Applications (Different Types of Writing and Their Characteristics)
At Grade 5, students write narrative (story), expository (informational), persuasive, and descriptive texts (of at least 500 words). Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 5 students use the writing strategies outlined in Standard 4 - Writing Processes and Features to:

5.5.1

Write narratives that:
- establish a plot, point of view, setting, and conflict.
- show, rather than tell, the events of the story.

5.5.2
Write responses to literature that:
- demonstrate an understanding of a literary work
- support statements with evidence from the text.
- develop interpretations that exhibit careful reading and understanding.

5.5.4
Write persuasive letters or compositions that:
- state a clear position in support of a proposal.
- support a position with relevant evidence and effective emotional appeals.
- follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last.
- address reader concerns.

5.5.5
Use varied word choices to make writing interesting.

5.5.6
Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.

5.5.7
Write summaries that contain the main ideas of the reading selection and the most significant details.

Research Application
5.5.3
Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:
- uses information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors).
- demonstrates that information that has been gathered has been summarized.
- organizes information by categorizing and sequencing.

Standard 6: WRITING: English Language Conventions
Students write using Standard English conventions appropriate to this grade level.

Sentence Structure
5.6.1

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Identify and correctly use prepositional phrases (*for school* or *In the beginning*), appositives (*We played the Cougars, the team from Newport*), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in the sentence).

- We began our canoe trip <u>on the White River</u> (prepositional phrase) <u>when it stopped raining</u> (subordinate clause).
- <u>Famous for their first flight at Kitty Hawk</u> (appositive), the Wright brothers are legendary in aviation (main clause).

5.6.2
Use transitions (*however, therefore, on the other hand*) and conjunctions (*and, or, but*) to connect ideas.

5.6.8
Use simple sentences (Dr. Vincent Stone is my dentist.) and compound sentences (His assistant cleans my teeth, and Dr. Stone checks for cavities.) in writing.

Grammar
5.6.3
Identify and correctly use appropriate tense (present, past, present participle, past participle) for verbs that are often misused (*lie/lay, sit/set, rise/raise*).

5.6.4
Identify and correctly use modifiers (words or phrases that describe, limit, or qualify another word) and pronouns (*he/his, she/her, they/their, it/its*).

- Correct: *<u>On the walls</u> there are many pictures of people who have visited the restaurant.*
- Incorrect: *There are many pictures of people who have visited the restaurant <u>on the walls.</u>*
- Correct: *Jenny and Kate finished <u>their</u> game.*
- Incorrect: *Jenny and Kate finished <u>her</u> game.*

Punctuation
5.6.5
Use a colon to separate hours and minutes (*12:20 a.m., 3:40 p.m.*) and to introduce a list (*Do the project in this order: cut, paste, fold.*); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions (*Time is short; however, we will still get the job done.*).

Capitalization
5.6.6
Use correct capitalization.

Spelling
5.6.7
Spell roots or bases of words, prefixes (*understood/<u>mis</u>understood, excused/<u>un</u>excused*), suffixes (*final/final<u>ly</u>, mean/mean<u>ness</u>*), contractions (*will not/won't, it is/it's, they would/they'd*), and syllable constructions (*in-for-ma-tion, mol-e-cule*) correctly.

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Standard 7: LISTENING AND SPEAKING: Skills, Strategies, and Applications
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. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension
5.7.1
Ask questions that seek information not already discussed.

5.7.2
Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.

5.7.3
Make inferences or draw conclusions based on an oral report.

5.7.12
Give precise directions and instructions.

Organization and Delivery of Oral Communication
5.7.4
Select a focus, organizational structure, and point of view for an oral presentation.

5.7.5
Clarify and support spoken ideas with evidence and examples.

5.7.6
Use volume, phrasing, timing, and gestures appropriately to enhance meaning.

5.7.13
Emphasize points in ways that help the listener or viewer follow important ideas and concepts.

Analysis and Evaluation of Oral and Media Communications
5.7.7
Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.

5.7.14
Identify claims in different kinds of text (print, image, multimedia) and evaluate evidence used to support these claims.

5.7.8

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Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

Speaking Applications
5.7.9
Deliver narrative (story) presentations that:
- establish a situation, plot, point of view, and setting with descriptive words and phrases.
- show, rather than tell, the listener what happens.

5.7.15
Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

5.7.10
Deliver informative presentations about an important idea, issue, or event by the following means:
- frame questions to direct the investigation.
- establish a controlling idea or topic.
- develop the topic with simple facts, details, examples, and explanations.

5.7.11
Deliver oral responses to literature that:
- summarize important events and details.
- demonstrate an understanding of several ideas or images communicated by the literary work.
- use examples from the work to support conclusions.