

Grade Five

English Language Arts Grade Level Indicators

Acquisition of Vocabulary

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

The student will:

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|---------------------------------|--|
| <i>Contextual Understanding</i> | 1. Define the meaning of unknown words, phrases, or expressions by using context clues and the author's use of definition, restatement, and example. |
| <i>Conceptual Understanding</i> | 2. Identify the connotation (infer) and denotation (literal) of new words.
3. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms, and homographs.
4. Identify and understand new uses of words and phrases in text, such as similes and metaphors.
5. Use word origins to determine the meaning of unknown words and phrases. |
| <i>Structural Understanding</i> | 6. Apply the knowledge of roots and their various inflections, prefixes, and suffixes to analyze the meanings of words.
7. Identify the meanings of abbreviations. |
| <i>Tools and Resources</i> | 8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology, and textual features such as definitional footnotes or sidebars. |

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Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies

Students develop and learn to apply strategies, such as predicting and recalling, that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self-monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

The student will . . .

Comprehension Strategies

1. Establish and adjust purposes for reading (e.g., to find out, to understand, to interpret, to enjoy, and to solve problems).
2. Predict and support predictions with specific references to textual examples that may be in widely separated sections of text.
3. Make critical comparisons across texts.
4. Summarize the information in texts, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each.
5. Make inferences based on implicit information in texts and provide justifications for those inferences.
6. Select, create, and use graphic organizers to interpret textual information.
7. Answer literal, inferential, and evaluative questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.

Self-Monitoring Strategies

8. Apply and adjust reading strategies to monitor own comprehension, such as adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back or summarizing what has been read so far in text.

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Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies (Continued)

9. List questions and search for answers within the text to construct meaning.
- Independent Reading*
 10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).
 11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

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Reading Applications: Informational, Technical, and Persuasive Text

Students gain information from reading for purposes of researching a subject, doing a job, making decisions, and accomplishing a task. Students need to apply the reading process to various types of informational texts, including magazines, newspapers, instruction manuals, consumer and work place documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles, and visual aids to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps, and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it, and draw inferences from it. Strategic readers learn to recognize argument, bias, stereotyping, and propaganda in informational text sources.

The student will . . .

1. Use text features (e.g., chapter titles, headings, and subheadings), parts of books (e.g., index, table of contents), and online tools (e.g., search engines) to locate information.
2. Identify, distinguish between and explain examples of cause and effect in informational text.
3. Use different sources of information (e.g., books, magazines, newspapers, and online resources) to compare important details about a topic.
4. Summarize the main ideas and supporting details.
5. Analyze information found in maps, charts, tables, graphs, and diagrams.
6. Clarify steps in a set of instructions or procedures for proper sequencing and completeness and revise if necessary.
7. Analyze the difference between fact and opinion.
8. Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader.
9. Identify and understand an author's purpose for writing (e.g., to explain, to entertain, or to inform).

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Reading Applications: Literary Text

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures, and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, stories, novels, poetry, and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character, and plot), analyzing the author's use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze, and critique literary text to achieve deep understanding.

The student will:

1. Explain how a character's thoughts, words, and actions reveal his or her motivations.
2. Explain the influence of setting on the selection.
3. Identify/retell the main incidents of a plot sequence, and explain how they influence future action.
4. Identify the speaker, and explain how point of view affects the text.
5. Summarize stated and implied themes.
6. Describe the defining characteristics of literary forms and genres, including poetry, drama, chapter books, biographies, fiction, and nonfiction
7. Interpret how an author's choice of words appeals to the senses and suggests mood.
8. Identify and explain the use of figurative language in literary works (e.g., idiom, simile, metaphor, hyperbole, and personification).

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Writing Processes

Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising, and editing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization, and language of their writing. Students also develop editing skills to improve writing conventions.

The student will:

Prewriting

1. Generate writing ideas through discussions with others and from printed material and keep a list of writing ideas.
2. Conduct background reading, interviews, or surveys when appropriate.
3. State and develop a clear main idea in writing.
4. Determine purpose and audience.
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs, and Venn diagrams) to plan writing.

Drafting, Revising and Editing

6. Organize writing beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.
7. Vary structure using simple, compound, and complex sentences.
8. Group related ideas into paragraphs including topic sentences in informational writing, following paragraph form and maintaining a consistent focus across paragraphs.
9. Vary language and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle and author's chair).

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Writing Processes (Continued)

12. Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.
13. Rearrange words, sentences, and paragraphs and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries, thesauruses) to select more effective vocabulary.
15. Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation, and capitalization) and identify and correct fragments and run-ons.
16. Apply criteria (e.g., rubric, checklist, feedback) to judge the quality of writing.

Publishing

17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.

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Writing Applications

Students need to understand that different types of writing require different language, formatting, and special vocabulary. Writing serves many purposes across the curriculum and takes different forms. Beginning writers learn about the different purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suite purposes and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure in their writing according to audience and purpose.

The student will . . .

1. Write narratives with a consistent point of view, using sensory details and dialogue to develop characters and setting.
2. Write responses to novels, stories, and poems that organize and interpretation around several clear ideas, and justify the interpretation through the use of examples and specific textual evidence.
3. Write letters that state the purpose, make requests or give compliments and use business letter format.
4. Write informational essays or reports, including research, that organize information with a clear introduction, body, and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast) and include facts, details and examples to illustrate important ideas.
5. Produce informal writings (e.g., journals, notes, and poems) for various purposes.

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Conventions

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purposes of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

The student will . . .

Spelling

1. Spell high-frequency words correctly.
2. Spell contractions correctly.
3. Spell roots, suffixes, and prefixes correctly.

Punctuation and Capitalization

4. Use correct capitalization.
5. Use commas, end marks, apostrophes, and quotation marks correctly.
6. Use various parts of speech such as nouns, pronouns, and verbs (regular and irregular).
7. Use prepositions and prepositional phrases.
8. Use adverbs.
9. Use objective and nominative case pronouns.
10. Use indefinite and relative pronouns.
11. Use conjunctions and interjections.

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Research

Students define and investigate self-selected or assigned issues, topics, and problems. They locate, select, and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

The student will:

1. Generate a topic (assigned or personal interest) and open-ended questions for research and develop a plan for gathering information.
2. Locate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources, and internet-based resources).
3. Identify important information found in sources and paraphrase the findings in a systematic way (notes, outlines, charts, tables, graphic organizers).
4. Compare and contrast important findings and select appropriate findings and sources to support central ideas, concepts, and themes.
5. Define plagiarism and acknowledge sources of information.
6. Use a variety of communication techniques (e.g., oral, visual, written, or multimedia report) to present information gathered.

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Communication: Oral and Visual

Through exposure to good models and opportunities for practice, students learn to communicate effectively by speaking, listening, and providing and interpreting visual images. Students' skills in these areas enable them to work well with others. Students learn to apply their communication skills in increasingly sophisticated ways to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify their points and enhance their presentations according to audience and purpose.

The students will . . .

Listening and Viewing

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
2. Interpret the main idea and draw conclusions from oral presentations and visual media.
3. Identify the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).
4. Discuss how facts and opinions are used to shape the opinions of listeners and viewers.

Speaking

5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Use clear diction, pitch, tempo, and tone, and adjust volume and tempo to stress important ideas.
7. Adjust speaking content according to the needs of the situation, setting, and audience.
8. Deliver informational presentations (e.g., expository, research) that:
 - a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
 - b. support the main idea with relevant facts, details, examples, quotations, statistics, stories, and anecdotes;
 - c. organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast);
 - d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology, and;

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Communication: Oral and Visual (Continued)

- e. draw from several sources and identify sources used.
9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.
10. Deliver presentations that:
- a. establish a clear position;
 - b. include relevant evidence to support a position and to address potential concerns of listeners; and
 - c. follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution).