

5th Grade– Language Arts

CONTENT: Phonemic Awareness, Word Recognition and Fluency

Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.

CONTENT: Acquisition of Vocabulary

Skills Based on Academic Content Standards
Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.
Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.
Identify the connotation and denotation of new words.
Identify and understand new uses of words and phrases in text, such as similes and metaphors.
Use word origins to determine the meaning of unknown words and phrases.
Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.
Identify the meanings of abbreviations.
Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

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

Skills Based on Academic Content Standards
Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
Predict and support predictions with specific references to textual examples that may be in widely separated sections of text.
Make critical comparisons across texts.
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.
Make inferences based on implicit information in texts, and provide justifications for those inferences.
Select, create and use graphic organizers to interpret textual information.
Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
Monitor own comprehension by adjusting speed to fit the purpose, by skimming, scanning, reading on, looking back or by summarizing what has been read so far in text.
List questions and search for answers within the text to construct meaning.

Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).

Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

CONTENT: Reading Applications: Informational, Technical and Persuasive Text

Skills Based on Academic Content Standards

Use text features, such as chapter titles, headings and subheadings; parts of books including the index and table of contents and online tools (search engines) to locate information.

Identify, distinguish between and explain examples of cause and effect in informational text.

Compare important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.

Summarize the main ideas and supporting details.

Analyze information found in maps, charts, tables, graphs and diagrams.

Clarify steps in a set of instructions or procedures for proper sequencing and completeness and revise if necessary.

Analyze the difference between fact and opinion.

Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader.

Identify and understand an author's purpose for writing, including to explain, to entertain or to inform.

CONTENT: Reading Applications: Literary Text

Skills Based on Academic Content Standards

Explain how a character's thoughts, words and actions reveal his or her motivations.

Explain the influence of setting on the selection.

Identify the main incidents of a plot sequence and explain how they influence future action.

Identify the speaker and explain how point of view affects the text.

Summarize stated and implied themes.

Describe the defining characteristics of literary forms and genres, including poetry, drama, chapter books, biographies, fiction and non-fiction.

Interpret how an author's choice of words appeals to the senses and suggests mood.

Identify and explain the use of figurative language in literary works, including idioms, similes, hyperboles, metaphors and personification.

CONTENT: Writing Processes

Skills Based on Academic Content Standards
Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
Conduct background reading, interviews or surveys when appropriate.
State and develop a clear main idea for writing.
Determine a purpose and audience.
Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.
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.
Vary simple, compound and complex sentence structures.
Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
Vary language and style as appropriate to audience and purpose.
Use available technology to compose text.
Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).
Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
Proofread writing, edit to improve conventions, (e.g., grammar, spelling, punctuation and capitalization), and identify and correct fragments and run-ons.
Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
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.

CONTENT: Writing Applications

Skills Based on Academic Content Standards
Write narratives with a consistent point of view, using sensory details and dialogue to develop characters and setting.
Write responses to novels, stories and poems that organize an interpretation around several clear ideas, and justify the interpretation through the use of examples and specific textual evidence.
Write letters that state the purpose, make requests or give compliments and use business letter format.
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.
Produce informal writings (e.g., journals, notes and poems) for various purposes.

CONTENT: Writing Conventions

Skills Based on Academic Content Standards
Spell high-frequency words correctly.
Spell contractions correctly.
Spell roots, suffixes and prefixes correctly.
Use commas, end marks, apostrophes and quotation marks correctly.
Use correct capitalization.
Use various parts of speech, such as nouns, pronouns and verbs (regular, irregular).
Use prepositions and prepositional phrases.
Use adverbs.
Use objective and nominative case pronouns.
Use indefinite and relative pronouns.
Use conjunctions and interjections.

CONTENT: Research

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

CONTENT: Communication: Oral and Visual

Skills Based on Academic Content Standards
Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
Interpret the main idea and draw conclusions from oral presentations and visual media.
Identify the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).
Discuss how facts and opinions are used to shape the opinions of listeners and viewers.
Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.

Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas.

Adjust speaking content according to the needs of the situation, setting and audience.

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
- e. draw from several sources and identify sources used.

Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.

Deliver persuasive 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).