

English Language Arts (ELA)
Grade-Level Expectations: Fifth Grade

Reading and Responding

Standard 1:

1. Identify word meanings using a variety of strategies, including:
 - using context clues (e.g., definition, restatement, example, contrast)
 - using structural analysis (e.g., base words, roots, affixes)
 - determining word origins (etymology)
 - using electronic and print dictionaries, thesauruses, glossaries (ELA-1-M1)
2. Identify common abbreviations, symbols, acronyms, and multiple-meaning words (ELA-1-M1)
3. Identify the meanings of idioms and analogies (ELA-1-M1)
4. Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes (ELA-1-M1)
5. Identify and explain story elements, including:
 - theme development
 - character development
 - relationship of word choice and mood
 - plot sequence (e.g., exposition, rising action, climax, falling action, resolution) (ELA-1-M2)
6. Identify and explain literary devices in grade-appropriate texts, including:
 - how word choice and images appeal to the senses and suggest mood, tone, and style
 - foreshadowing
 - flashback (ELA-1-M2)
7. Answer literal and inferential questions in oral and written responses about ideas and information in grade-appropriate texts, including:
 - fiction
 - nonfiction
 - poetry
 - songs (ELA-1-M3)
8. Identify the connections between ideas and information in a variety of texts (e.g., cartoons, poetry, fiction, instructional manuals) and real-life situations and other texts (ELA-1-M4)

Standard 6:

9. Identify cultural characteristics, including customs, traditions, and viewpoints, found in national, world, and multicultural literature in oral and written responses (ELA-6-M1)
10. Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres in oral and written responses (ELA-6-M2)
11. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including:
 - fiction (e.g., folktales, fairy tales, fables, legends, short stories, novels)
 - nonfiction (e.g., biography, autobiography, informational text)
 - poetry (e.g., lyric, narrative)
 - drama (e.g., one-act play or skits) (ELA-6-M3)

Standard 7:

12. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:
 - sequencing events and steps in a process
 - summarizing and paraphrasing information
 - identifying stated and implied main ideas and supporting details for each

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- comparing and contrasting literary elements and ideas
 - making simple inferences and drawing conclusions
 - predicting the outcome of a story or situation with reasonable justification
 - identifying literary devices (ELA-7-M1)
13. Examine and explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)
 14. Use technical information and other available resources (e.g., software programs, manuals) to solve problems (ELA-7-M2)
 15. Explain an author's purpose for writing (e.g., to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs) (ELA-7-M3)
 16. Explain how the author's viewpoint (perspective, bias) is reflected in the text (ELA-7-M3)
 17. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including:
 - identifying cause-effect relationships
 - raising questions
 - thinking inductively and deductively
 - generating a theory or hypothesis
 - skimming/scanning
 - distinguishing facts from opinions and probability (ELA-7-M4)

Writing

Standard 2:

18. Write multiparagraph compositions on student- or teacher-selected topics organized with the following:
 - an established central idea
 - important ideas or events stated in sequential or chronological order
 - elaboration (e.g., fact, examples, specific details)
 - transitional words and phrases that unify points and ideas
 - an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas (ELA-2-M1)
19. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)
20. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following:
 - word choices (diction) appropriate to the identified audience and/or purpose
 - vocabulary selected to clarify meaning, create images, and set a tone
 - information/ideas selected to engage the interest of the reader
 - clear voice (individual personality)
 - variety in sentence structure (ELA-2-M2)
21. Develop grade-appropriate compositions applying writing processes such as the following:
 - selecting topic and form
 - prewriting (e.g., brainstorming, researching, raising questions, completing graphic organizers)
 - drafting
 - conferencing (e.g., peer and teacher)
 - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)
 - proofreading/editing
 - publishing using technology (ELA-2-M3)

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22. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes (i.e., description, narration, exposition, and persuasion), emphasizing narration and exposition (ELA-2-M4)
23. Use the various modes to write compositions, including:
 - how-to essays
 - stories that incorporate dialogue, characters, plot, setting, and sensory details (ELA-2-M4)
24. Develop writing/compositions using a variety of literary and sound devices, including similes, metaphors, and onomatopoeia (ELA-2-M5)
25. Write for various purposes, including:
 - formal and informal letters that state a purpose, make requests, or give compliments
 - evaluations of media, such as films, performances, or field trips
 - explanations of stories and poems using retellings, examples, and text-based evidence (ELA-2-M6)

Writing/Proofreading

Standard 3:

26. Use standard English punctuation, including:
 - parentheses and commas in direct quotations
 - commas to set off appositives and introductory phrases
 - use quotation marks around dialogue (ELA-3-M2)
27. Capitalize the first and other important words in titles and proper nouns (ELA-3-M2)
28. Write paragraphs and compositions following standard English structure and usage, including:
 - varied sentence structures (e.g., simple, compound) and types (i.e., declarative, interrogative, imperative, exclamatory)
 - agreement of subjects and verbs in complex sentences
 - sentences without double negatives
 - correct sentence fragments and run-on sentences (ELA-3-M3)
29. Apply knowledge of parts of speech in writing, including:
 - using same verb tense throughout when appropriate
 - selecting and using specific nouns, pronouns, and verbs for clarity (ELA-3-M4)
30. Spell high-frequency, commonly confused, frequently misspelled words correctly (ELA-3-M5)
31. Incorporate accurate spelling and use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)

Speaking and Listening

Standard 4:

32. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1)
33. Use complete sentences and standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)
34. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2)
35. Restate or describe oral directions/procedures for tasks (ELA-4-M2)
36. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3)
37. Organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion (ELA-4-M3)
38. Demonstrate active listening strategies (e.g., asking focused questions, responding to questions, making visual contact) (ELA-4-M4)

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39. Deliver formal and informal presentations for a variety of purposes, including:
- book reports
 - personal experiences
 - explanations of projects (ELA-4-M4)
40. Evaluate media for various purposes, including:
- effectiveness of organization and presentation
 - usefulness and relevance of information (ELA-4-M5)
41. Participate in group and panel discussions, including:
- explaining the effectiveness and dynamics of group process
 - applying agreed-upon rules for formal and informal discussions
 - assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6)

Information Resources

Standard 5:

42. Locate and select information using a variety of organizational features in grade-appropriate resources, including:
- complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices)
 - electronic storage devices (e.g., CD-ROMs, diskettes, software, drives)
 - frequently accessed and bookmarked Web addresses (ELA-5-M1)
43. Locate and integrate information from grade-appropriate resources, including:
- multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)
 - electronic sources (e.g., Web sites, databases, audio and video tapes, films, documentaries) for use in researching a topic (ELA-5-M2)
44. Locate, gather, and select information using data-gathering strategies, including:
- surveying
 - interviewing
 - paraphrasing (ELA-5-M3)
45. Generate grade-appropriate research reports that include information presented in a variety of forms, including:
- visual representations of data/information
 - graphic organizers (e.g., outlines, timelines, charts, webs)
 - bibliographies (ELA-5-M3)
46. Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions and reports (ELA-5-M4)
47. Give credit for borrowed information following acceptable use policy, including:
- integrating quotations and citations
 - using endnotes
 - creating bibliographies and/or works cited lists (ELA-5-M5)
48. Interpret information from a variety of grade-appropriate sources, including timelines, charts, schedules, tables, diagrams, and maps (ELA-5-M6)