

English Language Arts - Grade 5 Expectations

*Note: * = Assessed at the local level*

Language

- 1.2* Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions
- 2.2* Contribute knowledge to class discussions in order to develop ideas for a class project and generate interview questions to be used as part of the project

Vocabulary and Concept Development

- 5.4.17 Determine the meaning of unfamiliar words using context clues (*i.e., definition, example*)
- 5.4.18 Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes & prefixes
- 5.4.19 Determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses
- 5.5.9 Identify six basic parts of speech (*noun, pronoun, verb, adverb, adjective, preposition*)
- 5.5.10 Expand sentences (*i.e., adding modifiers or combining sentences*)
- 5.5.11 Identify verb tenses
- 5.5.12 Recognize that a word performs different functions according to its position in the sentence
- 5.5.13 Identify simple and compound sentences
- 5.5.14 Identify correct mechanisms (*i.e., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations*) and correct sentence structure (*i.e., elimination of sentence fragments and run-ons*)

Formal and Informal English

- 5.6.5 Write stories using informal and formal language in prose and in dialogue

Understanding Text

- 5.8.19 Identify and analyze the author's use of sensory details
- 5.8.20 Identify and analyze the author's use of description of setting, characters, and events
- 5.8.21 Recognize organizational structures (*i.e., chronological order, cause and effect*)
- 5.8.22 Identify and analyze main ideas and supporting details
- 5.10.3 Identify the characteristics of various genre (*i.e., poetry, short story, novel, dramatic literature, informational, and expository nonfiction*)
- 5.11.3 Apply knowledge of the concept that theme refers to the main idea and meaning of a selection

Fiction and Non-fiction

- 5.12.3 Identify the elements of setting, characterization, conflict and plot structure
- 5.13.13 Identify and use knowledge of common textual features (*i.e., title, headings, key words, captions, paragraphs, topic sentences, glossary, table of contents, index*)
- 5.13.14 Identify and use knowledge of common graphic features (*i.e., charts, graphs, maps, diagrams, illustrations, captions*)
- 5.13.15 Identify common organizational structures (*i.e., chronological order, cause and effect*)
- 5.13.16 Identify and summarize main ideas, supporting ideas, and supporting details

Poetry

- 5.14.3 Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry
 - Sound (*alliteration, onomatopoeia, rhyme scheme*);
 - Figurative language (*personification, metaphor, simile, hyperbole*); and
 - Graphics (*capital letters, line length*)

Style and Language

- 5.15.3 Identify sensory details, figurative language, rhythm or flow when responding to literature

Myth, Traditional Narrative, and Classical Literature

- 5.16.7 Compare examples of traditional literature from a culture (*i.e., American folktales*)
- 5.16.8 Identify common structures (*i.e., magic helper, rule of three, transformation*) and stylistic elements (*i.e., hyperbole, refrain, simile*) in traditional literature

Dramatic Literature

- 5.17.3 Identify and analyze structural elements particular to dramatic literature (*i.e., scenes, acts, cast of characters, stage directions*) in the plays they read, view, write, and perform)
- 5.17.4 Identify and analyze the similarities and differences between a narrative text and its film or play version

	Writing	
5.19.14	Write stories or scripts containing the basic elements of fiction (<i>i.e., characters, dialogue, setting, plot with a clear resolution</i>)	
5.19.15	Write poems using poetic techniques (<i>i.e., alliteration, onomatopoeia</i>), figurative language (<i>simile, metaphor</i>), and graphic elements (<i>i.e., capital letters, line length</i>)	
5.19.16	Write brief research reports with clear focus and supporting details	
5.19.17	Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion	
5.19.18	Write formal letters to correspondents such as authors, newspapers, businesses, or government officials	
	<i>Students will have mastered the use of the following in paragraph development:</i>	
	Subject / verb agreement	
	Topic Sentence	
	Supporting details	
	Closing sentence	
	Formal letter	
*	<i>All students should be able to write three (3) paragraphs by the end of their 5th grade experience (i.e., book report, expository essay, essay (informative writing - how to's, recipes, rules, etc.))</i>	