

## Fifth Grade Language Arts

**4050-01 Standard I: Oral Language Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.**

**4050-0101 Objective 1:** Develop language through listening and speaking.

- a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).
- b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question, summarize, elaborate formulating an opinion with supporting evidence, interpret verbal and nonverbal messages, note purpose and perspective).
- c. Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).
- d. Speak using complex sentences with appropriate subject-verb agreement, correct verb tense and syntax.

**4050-0102 Objective 2:** Develop language through viewing media and presenting.

- a. Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, gain information, distinguish between fiction/nonfiction, distinguish between fact/opinion, form an opinion, determine presentation's accuracy/bias).
- b. Use a variety of formats in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers, graphs, videos, slide shows).

**4050-02 Standard II: Concepts of Print Students develop an understanding of how printed language works. See kindergarten and first grade.**

**4050-03 Standard III: Phonological and Phonemic Awareness Students develop phonological and phonemic awareness. See kindergarten and first grade.**

**4050-04 Standard IV: Phonics and Spelling Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.**

**4050-0401 Objective 1:** Demonstrate an understanding of the relationship between letters and sounds. See kindergarten, first, and second grade.

**4050-0402 Objective 2:** Use knowledge of structure analysis to decode words. See kindergarten, first, and second grade.

**4050-0403 Objective 3:** Spell words correctly.

- a. Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.
- b. Spell multisyllable words with roots, prefixes, and suffixes.
- c. Spell an increasing number of high-frequency and irregular words correctly (e.g., language, tongue).
- d. Learn the spellings of irregular and difficult words (e.g., hundredths, legislative, digestive).

**4050-0404 Objective 4:** Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).

- a. Use knowledge about spelling to predict the spelling of new words.
- b. Visualize words while writing.
- c. Associate spelling of new words with that of known words and word patterns.
- d. Use spelling generalities to assist spelling of new words.

**4050-05 Standard V: Fluency Students develop reading fluency to read aloud grade level text effortlessly without hesitation.**

**4050-0501 Objective 1:** Read aloud grade level text with appropriate speed and accuracy.

- a. Read grade level text at a rate of approximately 120-150 wpm.
- b. Read grade level text with an accuracy rate of 95-100%.

**4050-0502 Objective 2:** Read aloud grade level text effortlessly with clarity.

- a. Read grade level text in meaningful phrases using intonation, expression, and punctuation cues.
- b. Read grade level words with automaticity.

**4050-06 Standard VI: Vocabulary Students learn and use grade level vocabulary to increase understanding and read fluently.**

**4050-0601 Objective 1:** Learn new words through listening and reading widely.

- a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.
- b. Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).

**4050-0602 Objective 2:** Use multiple resources to learn new words by relating them to known words and/or concepts.

- a. Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, beginning thesauruses).
- b. Determine gradients of meanings between related words and concepts (e.g., ambassador: official, representative).

**4050-0603 Objective 3:** Use structural analysis and context clues to determine meanings of words.

- a. Identify meanings of words using roots and affixes.
- b. Use words, sentences, and paragraphs as context clues to determine meaning of unknown key words, similes, metaphors, idioms, proverbs, and clichés.
- c. Use context to determine meanings of synonyms, antonyms, homonyms (e.g., your/you're) and multiple-meaning words (e.g., beat).

**4050-07 Standard VII: Comprehension Students understand, interpret, and analyze narrative and informational grade level text.**

**4050-0701 Objective 1:** Identify purposes of text.

- a. Identify purpose for reading.
- b. Identify author's purpose.

**4050-0702 Objective 2:** Apply strategies to comprehend text.

- a. Relate prior knowledge to make connections to text (e.g., text to text, text, to self, text to world).
- b. Generate questions about text (e.g., factual, inferential, evaluative).
- c. Form mental pictures to aid understanding of text.
- d. Make and confirm or revise predictions while reading using title, picture clues, text, and/or prior knowledge.
- e. Make inferences and draw conclusions from text.
- f. Identify theme/topic/main idea from text; note details.
- g. Summarize important ideas/events; summarize supporting details in sequence.

**4050-0702 Objective 2 (Continued):** Apply strategies to comprehend text.

- h. Monitor and clarify understanding applying fix-up strategies while interacting with text.
- i. Compile, organize, and interpret information from text.

**4050-0703 Objective 3:** Recognize and use features of narrative and informational text.

- a. Identify characters, setting, sequence of events, problem/resolution.
- b. Compare and contrast elements of different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction, science fiction).
- c. Identify information from text, headings, subheadings, diagrams, charts, captions, graphs, table of contents, index, and glossary.
- d. Identify different structures in text (e.g., description, problem/solution, compare/contrast, cause/effect, order of importance, time, geographic classification).
- e. Locate information from a variety of informational text (e.g., newspapers, magazines, textbooks, biographies, Internet, other resources).

**4050-08 Standard VIII: Writing Students write daily to communicate effectively for a variety of purposes and audiences.**

**4050-0801 Objective 1:** Prepare to write by gathering and organizing information and ideas (pre-writing).

- a. Generate ideas for writing by reading, discussing, researching, and reflecting on personal experiences.
- b. Select and narrow a topic from generated ideas.
- c. Identify audience, purpose, and form for writing.
- d. Use a variety of graphic organizers to organize information from multiple sources.

**4050-0802 Objective 2:** Compose a written draft.

- a. Draft ideas on paper in an organized manner utilizing words, sentences, and multiple paragraphs (e.g., beginning, middle, end; main idea; details; characterization; setting; plot).
- b. Use voice to fit the purpose and audience.
- c. Use strong verbs and precise and vivid language to convey meaning.
- d. Identify and use effective leads and strong endings.

**4050-0803 Objective 3:** Revise by elaborating and clarifying a written draft.

- a. Revise draft to add details, strengthen word choice, clarify main idea and reorder content.
- b. Enhance fluency by using transitional words, phrases to connect ideas, and a variety of complete sentences and paragraphs to build ideas (e.g., varied sentence length, simple and compound sentences).
- c. Revise writing, considering the suggestions from others.

**4050-0804 Objective 4:** Edit written draft for conventions.

- a. Edit writing for correct capitalization and punctuation (i.e., introductory and dependent clauses, dialogue, singular and plural possessives).
- b. Edit for spelling of grade level-appropriate words.
- c. Edit for standard grammar (e.g., subject-verb agreement, verb tense, irregular verbs).
- d. Edit for appropriate formatting features (e.g., margins, indentations, titles, headings).

**4050-0805 Objective 5:** Use fluent and legible handwriting to communicate.

- a. Write using upper- and lower-case cursive letters using proper form, proportions, and spacing.
- b. Increase fluency with cursive handwriting.
- c. Produce legible documents with manuscript or cursive handwriting.

**4050-0806 Objective 6:** Write in different forms and genres.

- a. Produce personal writing (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses).
- b. Produce traditional and imaginative stories, narrative and formula poetry.
- c. Produce informational text (e.g., book reports, cause and effect reports, compare and contrast essays, observational/research reports, content area reports, biographies, historical fiction, summaries).
- d. Produce writing to persuade (e.g., essays, editorials, speeches, TV scripts, responses to various media).
- e. Produce functional texts (e.g., newspaper and newsletter articles, e-mails, simple PowerPoint presentations, memos, agendas, bulletins).
- f. Share writing with others incorporating relevant illustrations, photos, charts, diagrams, and/or graphs to add meaning.
- g. Publish 6-8 individual products.