

RIO VALLEY CHARTER SCHOOL

A PACIFIC CHARTER INSTITUTE SCHOOL

English Language Arts State Standards Grade 5

Fifth grade students analyze literature and informational text, explaining the connection between events or an author's points and supporting evidence. Students use quotes accurately when referring to the text. They keep the audience in mind when writing and include a clear sequence of events and relevant, descriptive details.

Reading - Literature / Fiction

The student can ...

- quote accurately from the text when drawing inferences and explaining what the text says explicitly.
- determine the theme of a story, drama or poem using details, the characters' actions and responses to challenges, and/or the speaker's reflections; summarize the text.
- compare/contrast two or more characters, settings, or events using specific details in the text.
- determine the meaning of words and phrases, including metaphors and similes.
- explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure.
- describe how a narrator's point of view influences the way events are described.
- analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.
- compare and contrast how stories in the same genre (e.g., mysteries) approach similar themes.
- proficiently read and comprehend stories, drama and poetry of appropriate complexity for grade 5.

Reading - Informational Text / Nonfiction

The student can ...

- quote accurately from the text when drawing inferences and explaining what the text says explicitly.
- determine two or more main ideas and explain how the key details support them; summarize the text.
- explain the relationship between two or more individuals, events, ideas, or concepts based on text details.
- determine the meaning of academic verbs (e.g., analyze) & subject specific words (e.g., extinct, carnivore).

- compare/contrast the structure (e.g., cause/effect, problem/solution) of concepts in two or more texts.
- analyze multiple accounts of the same event or topic, noting similarities and differences in point of view.
- demonstrate ability to answer questions or solve problems efficiently using print and digital sources.
- explain how an author uses reasons and evidence to support points and match reasons to particular points.
- integrate information from several texts on the same topic to write or speak about the subject skillfully.
- proficiently read and comprehend informational text (history/social studies, science, technical subjects) of appropriate complexity for grade 5.

Reading - Foundational Skills

The student can ...

- use knowledge of letter-sound relationships, syllabication, roots, and affixes to read unfamiliar words.
- read grade level text with purpose and understanding.
- read grade level prose and poetry aloud with accuracy, appropriate rate, and expression.
 - use context to confirm or self-correct word recognition and understanding.

Writing - Opinion

The student can ...

- write opinion pieces which (a) introduce the topic or text clearly, state an opinion, and create an organizational structure that logically groups ideas to support the author's purpose, (b) provide logically ordered reasons supported by facts and details, (c) link opinion and reasons using words & phrases (e.g., consequently, specifically), & (d) provide a concluding section related to the opinion presented.

Writing - Informative

The student can ...

- write informative/explanatory texts which (a) clearly introduce a topic, provide a focus, and group related information logically, including formatting, illustrations, and multimedia when useful, (b) develop the topic with concrete details, definitions, quotations, and examples, (c) link ideas using words & phrases (e.g., in contrast), (d) use precise, subject-specific language, and (e) provide a concluding section or statement.

Writing - Narrative

The student can ...

- write real or imagined narratives which (a) establish the situation, introduce a narrator and/or characters, and organize a sequence of events that unfolds naturally, (b) use narrative techniques (e.g., dialogue, description, pacing) to develop events or show responses of characters, (c)

use a variety of transitional words to manage sequence, (d) use concrete words & sensory details to precisely convey experiences/events, and (e) provide a conclusion that follows naturally from the events/experiences.

Writing

The student can ...

- conduct short research projects using several sources to investigate a topic. □ take notes from print & digital sources, paraphrase and summarize information, & provide a list of sources.
- use specific evidence from literature to compare/contrast two or more characters, settings, or events.
- use specific evidence from informational text to analyze and reflect on an author's points and reasons.
- routinely produce clear, coherent writing for a range of specific tasks, purposes, and audiences.
- demonstrate a command of keyboarding skills to type a minimum of two pages in a single sitting.

With guidance and support from adults, the student can ...

- develop and strengthen writing by planning, revising, rewriting, editing, and trying a new approach.
- use technology, including the Internet, to produce and publish writing and to collaborate with others.

Speaking and Listening

The student can ...

- prepare for discussions by reading or studying material in advance & use the information during discussion.
- pose and respond to specific questions to contribute ideas and elaborate on the remarks of others.
- draw conclusions from the information and knowledge gained from the discussion.
- summarize information from an oral, visual or media presentation or a read aloud.
- explain how/if each of a speaker's claims is supported by reasons and evidence.
- speak clearly at a fitting pace, sequence ideas, and include relevant details when reporting on a topic.
- plan and deliver an opinion speech that (a) states an opinion, (b) logically sequences evidence to support the opinion, (c) uses transition words to link points and evidence, and (d) provides a fitting conclusion.
- memorize and recite a poem, speech or historical document using appropriate rate, expression & gestures.
- add multimedia components (e.g., graphics, sound) and visual displays to presentations when appropriate.

Language

The student can ...

- explain the function of conjunctions, prepositions, and interjections; use correlative conjunctions.
- use verb tense to convey various times, sequences, states, and conditions. □ recognize and correct inappropriate shifts in verb tense.
- use correct capitalization, punctuation, and spelling, including (a) commas to set off yes/no and other introductory elements from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., is that you, Steve?) and (b) underlining, quotation marks or italics to indicate titles.
- expand, combine, and reduce sentences for meaning, interest, and style. □ compare/contrast the varieties of English (e.g., dialects, formal/informal) used in stories, drama, or poems.
- use context clues, Greek/Latin affixes and roots, and reference materials to determine word meanings.
- demonstrate understanding of similes and metaphors, idioms, proverbs, and relationships between words.