

Diocese of Bridgeport – ELA Standards – Grade 5



LITERATURE

<u>STANDARD</u>		<u>SKILLS</u>
L 5.1	Read and comprehend complex literary and informational texts independently and proficiently.	<ul style="list-style-type: none"> • Use combined knowledge of all letter/sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in and out of context • Read grade-level text with purpose and understanding • Read grade-level material orally with accuracy and expression • Use context to confirm or self-correct for word recognition or understanding • Read grade-level text independently (silently) with sufficient accuracy and fluency to support comprehension
L 5.2	Use a variety of strategies to comprehend, interpret and evaluate text.	<ul style="list-style-type: none"> • Apply appropriate strategies before, during, and after reading to construct meaning • Predict outcomes; verify, confirm or revise predictions • Make and justify inferences from implicit and explicit information • Take notes on what is read • Skim and scan for information • Construct meaning from text, knowledge of content, illustrations, text features • Adjust reading rate, reread, read ahead • Preview material to be read and activate prior knowledge • Make generalizations, summarize and/or paraphrase efficiently • Monitor own comprehension • Apply reading strategies to test taking

<p>L 5.3</p>	<p>Analyze the structure of fiction texts; determine central ideas or themes and analyze their development; summarize the key supporting details and ideas; analyze the use of literary devices.</p>	<ul style="list-style-type: none"> • Read from and identify fiction genres - short story, novel, poetry, science fiction, realistic fiction, fantasy, mystery, fairy tales, folktales, legends, myths, etc. • Determine the theme of a story, drama or poem using details from the text, including how characters respond to challenges or how the speaker in a poem reflects on a topic; summarize the text • Discuss themes and make and support judgments about the text • Understand inferred themes in literary works • Identify the plot structure - rising and falling action, climax, inciting incident, resolution • Begin to identify the plot structure - exposition and denouement • Describe the characterization in depth - character traits, motivations, feelings, point of view • Compare/contrast two or more characters, settings, or events in a story or drama, drawing on the specific details in the text • Describe the setting in depth • Compare/contrast mood and tone • Sequence events in a narrative and in a process • Describe in depth cause and effect • Identify - flashback, personification, hyperbole, symbolism • Read and recognize the difference among the different types of poetry • Identify sound devices of poetry - repetition, rhythm, rhyme, alliteration, onomatopoeia • Distinguish between dialogue and narrative; identify dialect • Explain the meanings of similes and metaphors in context • Identify and compare/contrast exaggeration, pun, irony • Interpret implied information in a text
<p>L 5.4</p>	<p>Read informational texts to acquire new information and to respond to the needs and demands of society; preparing students for high school and beyond.</p>	<ul style="list-style-type: none"> • Read from a variety of non-fiction genres - essay, photo essay, autobiography, biography, newspaper, magazine, journal, editorial, etc. • Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs with the text • Refer to details & examples in a text when explaining what the text says explicitly and when drawing inferences from the text • Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect • Make connections between texts and personal experience and the world at large • Locate information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to assist in solving problems • Collect data and facts from a variety of sources • Distinguish between fact and opinion • Interpret information presently visually, orally or quantitatively (in charts, graphs, diagrams, time lines, animations, or other interactive elements) and explain how the information contributes to an understanding of the text
<p>L 5.5</p>	<p>Read a variety of genres closely to determine what the texts says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text to build an understanding of the many dimensions of the human experience.</p>	<ul style="list-style-type: none"> • Explore how culture, history, and ethnicity affect themes and issues in literature • Compare and respond to texts from multicultural perspectives • Analyze how characters deals with human experiences and relate to real life situations • Identify how a reader's experience affects their interpretation and reaction to a text • Describe how authors, illustrators, and filmmakers communicate social issues • Set a purpose for reading and adjust that purpose while reading, if necessary • Choose books and reading material to read for personal enjoyment • Read silently

<p>L 5.6</p>	<p>Define and appropriately apply content-related vocabulary words to enrich comprehension and communication skills; clarify the meaning of unknown words by using context clues.</p>	<ul style="list-style-type: none"> • Recognize basic vocabulary words by sight and meaning • Recognize grade appropriate high frequency words automatically • Use context clues to determine the meaning of words or phrases (definitions, examples, restatements) • Acquire and use grade-appropriate general academic and content-specific vocabulary words and phrases • Distinguish between literal and non-literal language • Use reference materials (dictionary, thesaurus, glossary) to determine the meaning, pronunciation and derivations of unknown words • Demonstrate understanding of multiple word meanings, synonyms, antonyms, homophones, homographs
<p>L 5.7</p>	<p>Assess how author's point of view or purpose shapes the content and style of a text.</p>	<ul style="list-style-type: none"> • Identify the literary devices an author uses to engage a reader (author's craft) • Explain how an author uses reasons and evidence to support particular points in a text, also indentifying which reasons and evidence support which points • Identify and support author's purpose - persuade, inform, entertain, express, etc. • Identify author's point of view and/or bias • Analyze the author's style and language • Identify an author's use of persuasive devices and propaganda • Distinguish between business and friendly letters
<p>L 5.8</p>	<p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches authors take.</p>	<ul style="list-style-type: none"> • Compare/contrast two or more stories of the same genre on their approaches to similar themes and topics • Compare/contrast the overall structure of events, ideas, concepts, or information in two or more texts • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent • Integrate information from two texts on the same topic in order to speak or write about the subject knowledgeably
<p>L 5.9</p>	<p>Evaluate electronic information sources and make decisions about the accuracy and relevance of such information; become responsible digital citizens.</p>	<ul style="list-style-type: none"> • Use technology to increase comprehension, locate information, and collect data • Use telecommunications to collaborate with and learn from others - (teacher-supervised blogs, emails, etc.) • Use print and digital directories, indices, and keywords to search for information pertaining to all curriculum areas • Evaluate electronic information sources to determine the accuracy and relevance of that information • Understand how to read URLs, websites, etc.
<p>L 5.10</p>	<p>Demonstrate an understanding of the personal choices and moral consequences in literature and apply these to their own life; read to learn more about his/her relationship with God, their faith and traditions.</p>	<ul style="list-style-type: none"> • Students will read prayers aloud as part of a prayer service or liturgy for the class or school • Students will read stories that model Gospel values • Students will read Gospel stories and restate the message of Jesus

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WRITING

STANDARD

SKILLS

<p>W 5.1</p>	<p>Use a variety of strategies in written language to inform, persuade, explain, and to share real or imagined experiences in order to communicate effectively to different audiences for different reasons.</p>	<ul style="list-style-type: none"> • Take notes in various content areas and categorize information • Write narratives that include title, characters, setting, events, problems, resolutions and sequence • Write descriptions that include main idea, details, and sensory images using concrete words • Write to prepare for group discussions • Write in response to a variety of prompts • Write for personal reflection in journals, blogs, etc. • Write paragraphs that compare and contrast ideas or opinions
<p>W 5.2</p>	<p>Understand and use proper grammar and usage conventions in all written expression.</p>	<ul style="list-style-type: none"> • Write complete sentences using nouns, verbs, pronouns and adjectives • Write complete sentences using correct punctuation and capitalization • Use effective adjectives and adverbs to enhance meaning and details • Choose strong verbs to enhance meaning and details • Use a variety of transitional words, phrases and clauses to manage the sequence of events in writing • Understand and avoid plagiarism
<p>W 5.3</p>	<p>Routinely write over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • Utilize pre-writing skills - choosing a topic, identify purpose and audience, organize ideas, gather information, outline details in order of importance or otherwise logically • Create a first draft - introduction, background, follow the plan, include details, conclusion • Utilize revising skills to improve work - share writing for feedback and give feedback to others, evaluate and revise the draft, conference with teacher/peers, make spelling and usage revisions • Print/exhibit/present the finished work
<p>W 5.4</p>	<p>Gather relevant information from multiple sources, including the internet, assess the credibility of each source and integrate the information while avoiding plagiarism. Use technology to produce and publish writing and to interact and collaborate with others; become responsible global citizens.</p>	<ul style="list-style-type: none"> • Recall relevant information from experiences or gather relevant information from print and digital sources • Explore the use of tech tools to enhance and improve written work - digital cameras, presentation software • Demonstrate command of keyboarding skills when using for the writing process • Save written work electronically; create electronic portfolios • Enter and edit text in electronic documents • Practice responsible use of technology when writing • Understand and avoid copyright issues - be knowledgeable of the consequences

<p>W 5.5</p>	<p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> • Write a short research paper that builds knowledge through investigation about a topic • Formulate questions for research devise a plan for research that includes citing information sources • Extract relevant information and record it in an organized format - outline or summarize the information • Write an interpretation of what was read and explain it with evidence from the text • Develop the topic with facts, definitions, concrete details, quotations, or other examples/information related to the topic • Link ideas within and across categories of information using effective words and phrases • Write a response to literature that makes a connection between stories and/or personal life experiences
<p>W 5.6</p>	<p>Produce clear and coherent writing whereby development, organization, and style are appropriate to task, purpose and audience.</p>	<ul style="list-style-type: none"> • Write an expository essay that includes title, thesis statement, main ideas, supporting details, concluding statement • Write a narrative that includes character development, dialog, setting, sequential events, pacing • Write a summary of a story or book read or create a book report • Introduce a topic clearly and create an organizational structure in which ideas are logically grouped in order to support the writer's purpose • Create original poems - cinquains, haikus, limericks, etc. • Write petitions for use in the classroom or school services - Prayer of the Faithful • Create original prayers
<p>W 5.7</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured sequences.</p>	<ul style="list-style-type: none"> • Write a narrative that includes character development, setting, sequential events, provides a conclusion that follows from the narrated experiences or events, and shows the responses of characters to the situations • Incorporate personal experiences into what is being written
<p>W 5.8</p>	<p>Write persuasively to support positions on relevant topics or texts, using valid reasoning and sufficient evidence.</p>	<ul style="list-style-type: none"> • Write opinion pieces on topics or texts and support that point of view with reasons and information • Write essays to persuade, convince, influence, or defend a moral choice (age-appropriate)

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SPEAKING AND LISTENING

	<u>STANDARD</u>	<u>SKILLS</u>
SL 5.1	Communicate orally using Standard English.	<ul style="list-style-type: none"> • Speak in complete sentences and make eye contact when speaking • Speak clearly and at an understandable pace • Ask and answer relevant questions - both prepared and spontaneous questions • Increase control of grammar in speech
SL 5.2	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<ul style="list-style-type: none"> • Apply comprehension skills while listening • Read orally with appropriate accuracy, expression, style and attention to phrasing and punctuation • Identify a speaker's use of gesture and body movement • Identify dialects and regional pronunciations and expressions • Differentiate between contexts that call for formal English and situations where informal discourse is appropriate
SL 5.3	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.	<ul style="list-style-type: none"> • Demonstrate effective listening skills: Focus on the speaker, make eye contact, full active listening (do not interrupt, eliminate distractions) • Follow multi-step directions accurately; verbally summarize directions • Take notes to summarize main ideas and details; review key ideas and draw conclusions • Restate the message of the speaker; paraphrase what was heard • Evaluate speeches, lectures and presentations • Express opinions and personal feelings with clarity and purpose • Listen with respect and respond with understanding to the comments of others • Distinguish between fact and opinion • Analyze the language of speech; denotation, connotation, loaded words • Identify propaganda techniques (bandwagon, testimonial, transfer, card stacking)
SL 5.4	Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<ul style="list-style-type: none"> • Clarify and support ideas with elaborations and examples • Engage effectively in conversations and discussions; small group/large group, peer to peer; teacher-student conferences • Use appropriate oral language to express opinions, participate in discussions, express needs and desires, and make connections with others or their personal experiences • Compare own perceptions with those of others • Come to discussions prepared, having read or studied required material, explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion • Pose and respond to specific questions to clarify or follow-up on information, and make comments that contribute to the discussion and link to the remarks of others

SL 5.5	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> • Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support the main ideas or themes • Give precise directions and accurate information • Participate in class discussions; respond appropriately • Summarize the points a speaker makes and explain how each claim is supported by evidence and reasoning • Adapt tone, style, and content to respond to the topic and/or audience
SL 5.6	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	<ul style="list-style-type: none"> • Include multimedia components and visual displays to presentations when appropriate to enhance the development of main ideas or themes • Present formal and informal oral reports using visuals across the curriculum • Memorize and recite a poem or other short dramatic selection for presentation
SL 5.7	Listen with courtesy and reverence and participate actively during liturgy and prayer time.	<ul style="list-style-type: none"> • Participate in responses to prayers during Mass • Recite memorized prayers • Participate in classroom/school prayers with thoughtfulness and reverence • Listen with reverence to Scripture reading during Mass and prayer services • Participate in lectoring during prayer services and/or Mass

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GRAMMAR AND MECHANICS

<u>STANDARD</u>		<u>SKILLS</u>
GM 5.1	Demonstrate command of the conventions of Standard English grammar and usage when speaking or writing.	<ul style="list-style-type: none"> • Use the four types of sentences - declarative, interrogative, imperative, exclamatory • Identify the parts of sentences and sentence structure - simple and complete subjects and predicates, direct objects, subjects of imperative sentences • Combine independent clauses to form compound sentences • Distinguish between clauses and phrases • Identify and use nouns – common, proper, singular, plural, collective, possessive, abstract • Identify and use pronouns – nominative, objective, possessive, indefinite • Identify pronouns antecedents • Identify and use verbs – past, present, future, action, linking, helping (auxiliary), present and past participles • Identify and use irregular verbs correctly • Identify and use linking verbs • Identify and use adjectives and adverbs – simple, comparative, superlative (both regular & irregular) • Identify adverbs of place, time, manner, degree • Identify prepositional phrases • Demonstrate proper use in subject and verb agreement, and agreement with adjectives and nouns (number) • Avoid using double negatives • ELL - relate their first language to the above listed outcomes to increase competency in English
GM 5.2	Demonstrate command of the conventions of Standard English capitalization and punctuation when writing.	<ul style="list-style-type: none"> • Continue to demonstrate competency in using the following: <ul style="list-style-type: none"> -correct end of sentence punctuation -paragraph indentation -apostrophes in contractions and possessives -proper capitalization – proper nouns, first words in sentences, movies, books • Correctly punctuate letters – business and friendly • Use commas in dates, addresses, series, direct address, after introductory words and phrases, with interjections, interrupters, appositives and before quotations • Use a semicolon correctly • Use a hyphen in word division and compound words when appropriate • Use italics, underlining, or quotations for titles of works

GM 5.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<ul style="list-style-type: none">• Differentiate between contexts that call for formal English and situations where informal discourse is appropriate• Write using interesting, extended sentences• Write email messages with appropriate use of Standard English• Address envelopes and postcards correctly• Use state postal abbreviations
GM 5.4	Apply spelling skills across the curriculum.	<ul style="list-style-type: none">• Spell grade-level words correctly, consulting references as needed• Analyze word parts to discover their meaning• Spell new words in writing• Know the spelling rules and when to apply them• Proofread for spelling and self-correct errors• Use technology to check and correct spelling