

ENGLISH LANGUAGE ARTS/READING

GRADE FIVE

STANDARDS

Nevada Grades K-12 Content Standards

- 1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.
- 2.0 Students use reading process skills and strategies to build comprehension.
- 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.
- 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.
- 5.0 Students write a variety of texts using the writing process.
- 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and that are appropriate to audience and purpose.
- 7.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.
- 8.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

WORD ANALYSIS: CONTENT STANDARD 1.0

Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

All indicators include both literary and expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

PHONICS AND STRUCTURAL ANALYSIS (SEE CHART IN RESOURCE SECTION)

It is expected that students will:

- (5) 1.3 A. decode unknown words in text using structural analysis through
 1. spelling patterns [NS 1.5.3]
 2. base words [NS 1.5.3]
 3. root words [NS 1.5.3]
 4. suffixes (e.g., ~ity, ~ive, ~ist, ~ant, ~ent) [NS 1.5.3]
 5. prefixes (e.g., fore~, pro~, co~, il~, en~, sub~) [NS 1.5.3]

ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

6. syllables [NS 1.5.3]
 7. syllabication rules and patterns
 8. compound words [NS 1.5.3]
- B. decode unknown multisyllabic words

VOCABULARY DEVELOPMENT

It is expected that students will:

- (5) 1.4
- A. comprehend, build, and extend vocabulary using
 1. context clues (e.g., definitions, examples) [PS/NS 1.5.4]
 2. structural analysis (e.g., regular/irregular plurals, singular/plural possessives, comparative/superlatives, pronoun antecedents) [PS/NS 1.5.4]
 3. homographs [NS 1.5.4]
 4. homophones [NS 1.5.4]
 5. homonyms
 6. syntax [NS 1.5.4]
 7. parts of speech [NS 1.5.4]
 8. synonyms [NS 1.5.4]
 9. antonyms [NS 1.5.4]
 10. content area words
 - B. apply alphabetic order to locate words in resources [NS 1.5.4]
 - C. use resources to find pronunciations and/or confirm meaning of unknown words and word origins (e.g., glossary, dictionary, thesaurus)
 - D. identify differences between connotative and denotative meaning in text [NS 1.5.4]
 - E. build vocabulary using
 1. pictures [NS 1.5.4]
 2. symbols [NS 1.5.4]
 3. classification and categorizing
 - F. use resources, with assistance, to find and/or confirm meanings (e.g., Greek and Latin word roots and affixes) [NS 1.5.4]
 - G. develop vocabulary through meaningful experiences (e.g., listen to and discuss selections read aloud, wide reading, discussion of word meanings, interactive activities, examples and non-examples)

FLUENCY AND COMPREHENSION

It is expected that students will:

- (5) 1.5
- A. apply knowledge of content-specific vocabulary in text to build comprehension [PS/NS 1.5.5]
 - B. read silently and/or aloud fluently with a focus on
 1. prosody [PS/NS 1.5.5]
 2. accuracy [PS/NS 1.5.5]
 3. automaticity [PS/NS 1.5.5]
 4. reading rate (see fluency chart in Resource Section) [PS/NS 1.5.5]
 5. adjust reading rate to suit reading purpose and difficulty of text

ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

- C. apply knowledge of high frequency words in text to build fluency and comprehension [NS 1.5.5]
- D. participate actively in reading from a variety of literary genres and expository selections (e.g., stories, plays, poetry, biographies, myths, articles, manuals, encyclopedias, realistic fictions, electronic resources)
 - 1. read silently daily
 - 2. select books appropriate to purpose and reading ability
 - 3. read to locate information and solve problems
- E. read, listen to, and discuss a variety of literary and expository text
- F. participate in differentiated, small-group instruction regularly

READING STRATEGIES: CONTENT STANDARD 2.0

Students use reading process skills and strategies to build comprehension.

All indicators include both literary and expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

BEFORE-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)

It is expected that students will:

- (5) 2.1 A. select before-reading strategies appropriate to text and purpose
 - 1. preview text (e.g., author/illustrator, key vocabulary, text features) [NS 2.5.1]
 - 2. access prior knowledge [NS 2.5.1]
 - 3. build background knowledge [NS 2.5.1]
 - 4. set purpose for reading (e.g., entertain, skim for content, answer questions) [PS/NS 2.5.1]
 - 5. make predictions [NS 2.5.1]
 - 6. determine reading rate [NS 2.5.1]
 - 7. determine text type (e.g., literary, informational, persuasive, functional) [PS/NS 2.5.1]
 - 8. choose appropriate graphic organizer

DURING-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)

It is expected that students will:

- (5) 2.2 A. select during-reading strategies appropriate to text and purpose
 - 1. use self-correcting strategies (e.g., self-question, reread, use context clues) [PS/NS 2.5.2]
 - 2. make, confirm, and revise predictions [NS 2.5.2]
 - 3. understand and use key vocabulary [NS 2.5.2]
 - 4. identify main idea and supporting details [NS 2.5.2]
 - 5. make inferences [NS 2.5.2]
 - 6. know when meaning is lost

ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

7. adjust reading rate [PS/NS 2.5.2]
8. apply knowledge of text type [NS 2.5.2]
9. clarify understanding of text (e.g., take notes, generate questions, discuss, check other sources)
10. make connections to personal experiences and knowledge
11. visualize/create mental images
12. use appropriate graphic organizer

AFTER-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)

It is expected that students will:

- (5) 2.3 A. select after-reading strategies appropriate to text and purpose
1. recall details/facts [PS/NS 2.5.3]
 2. restate main ideas [PS/NS 2.5.3]
 3. organize information (e.g., graphic organizer, outline) [PS/NS 2.5.3]
 4. record information [PS/NS 2.5.3]
 5. synthesize text [PS/NS 2.5.3]
 6. evaluate text (e.g., draw conclusions, make inferences) [PS/NS 2.5.3]
 7. evaluate the effectiveness of reading strategies [PS/NS 2.5.3]
 8. connect, compare, and contrast story elements

LITERARY TEXT: CONTENT STANDARD 3.0

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.
All indicators include literary text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

SETTING AND PLOT

It is expected that students will:

- (5) 3.1 A. explain
1. setting [PS/NS 3.5.1]
 2. sequence of events [PS/NS 3.5.1]
 3. conflict [PS/NS 3.5.1]
 4. climax [PS/NS 3.5.1]
 5. resolution [PS/NS 3.5.1]
 6. turning point [PS/NS 3.5.1]
- B. describe internal and external conflict [PS/NS 3.5.1]
- C. describe main plot and subplots [PS/NS 3.5.1]
- D. describe how one event may cause another event [PS/NS 3.5.1]
- E. make inferences and draw conclusions about setting and plot based on evidence [PS/NS 3.5.1]
- F. describe, with assistance, plot development with a focus on
1. exposition [NS 3.5.1]

ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

- 2. rising action [NS 3.5.1]
- 3. falling action [NS 3.5.1]
- G. explain an author's use of flashback with assistance [NS 3.5.1]
- H. explain an author's use of foreshadowing with assistance [NS 3.5.1]

CHARACTERIZATION

It is expected that students will:

- (5) 3.2
 - A. describe physical and personality traits [PS/NS 3.5.2]
 - B. describe the motivation for a character's actions [PS/NS 3.5.2]
 - C. make inferences and draw conclusions about a character(s) based on evidence [PS/NS 3.5.2]
 - D. identify the
 - 1. protagonist [NS 3.5.2]
 - 2. antagonist [NS 3.5.2]
 - E. identify elements of characterization with assistance [NS 3.5.2]

THEME

It is expected that students will:

- (5) 3.3
 - A. describe a theme based on evidence [PS/NS 3.5.3]
 - B. explain a lesson learned based on events and/or a character's actions [PS/NS 3.5.3]
 - C. compare stated or implied themes in a variety of works

POINT OF VIEW

It is expected that students will:

- (5) 3.4
 - A. describe an example of first-person point of view [PS/NS 3.5.4]
 - B. identify third-person limited point of view [PS/NS 3.5.4]
 - C. identify third-person omniscient point of view [PS/NS 3.5.4]
 - D. distinguish between third-person limited and third-person omniscient point of view with assistance [NS 3.5.4]

LANGUAGE

It is expected that students will:

- (5) 3.5
 - A. explain the use of
 - 1. imagery [PS/NS 3.5.5]
 - 2. figurative language (e.g., simile, metaphor, personification) [PS/NS 3.5.5]
 - 3. sound devices [PS/NS 3.5.5]
 - 4. dialect [NS 3.5.5]
 - 5. slang [NS 3.5.5]
 - 6. formal language [NS 3.5.5]
 - 7. informal language [NS 3.5.5]
 - 8. onomatopoeia
 - B. identify the effects of rhythm and rhyme on text [NS 3.5.5]

ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

TONE, MOOD, AND IRONY

It is expected that students will:

- (5) 3.6 A. identify words and phrases that reveal tone [PS/NS 3.5.6]
- B. identify examples of irony (e.g., verbal, dramatic, situational) [PS/NS 3.5.6]
- C. explain how words and phrases create mood [PS/NS 3.5.6]

CULTURES AND TIME PERIODS

It is expected that students will:

- (5) 3.7 A. explain the influence of
 - 1. historical events [PS/NS 3.5.7]
 - 2. cultures [PS/NS 3.5.7]
 - 3. time periods [PS/NS 3.5.7]
- B. compare texts from the same historical period on a single topic with assistance [NS 3.5.7]
- C. compare language, oral traditions, and literature that reflect customs and cultures

PREDICTIONS

It is expected that students will:

- (5) 3.8 A. make and revise predictions based on evidence [PS/NS 3.5.8]
- B. confirm/negate predictions

RESPONDING TO TEXT

It is expected that students will:

- (5) 3.9 A. make connections to self, other text, and/or the world [NS 3.5.9]
- B. use information to answer and generate specific questions (e.g., literal and inferential questions) [NS 3.5.9]
- C. summarize information [NS 3.5.9]
- D. describe how author's purpose(s) and writing style influence readers' response
- E. evaluate text (e.g., draw conclusions, make inferences) [PS/NS 2.5.3]
- F. recall details/facts [PS/NS 2.5.3]
- G. restate main ideas [PS/NS 2.5.3]
- H. organize information (e.g., graphic organizer, outline) [PS/NS 2.5.3]
- I. synthesize text [PS/NS 2.5.3]
- J. connect, compare, and contrast story elements

EXPOSITORY TEXT: CONTENT STANDARD 4.0

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

All indicators include expository text.

All indicators are based on grade-appropriate text and skills.

ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

TEXT FEATURES

It is expected that students will:

- (5) 4.1
- A. identify the purpose of and gain information from text features
 - 1. illustrations [PS/NS 4.5.1]
 - 2. graphs [PS/NS 4.5.1]
 - 3. charts [PS/NS 4.5.1]
 - 4. titles [PS/NS 4.5.1]
 - 5. text boxes (e.g., captions, labels) [PS/NS 4.5.1]
 - 6. diagrams [PS/NS 4.5.1]
 - 7. headings [PS/NS 4.5.1]
 - 8. maps [PS/NS 4.5.1]
 - 9. tables of contents [PS/NS 4.5.1]
 - 10. glossaries [PS/NS 4.5.1]
 - 11. indices [PS/NS 4.5.1]
 - 12. dictionaries
 - 13. thesauruses
 - 14. appendices
 - 15. chapter headings
 - 16. timelines
 - B. identify and explain the use of text features
 - 1. bold-faced words [PS/NS 4.5.1]
 - 2. underlined words [PS/NS 4.5.1]
 - 3. highlighted words [PS/NS 4.5.1]
 - 4. italicized words [PS/NS 4.5.1]
 - 5. abbreviations [PS/NS 4.5.1]
 - 6. acronyms [PS/NS 4.5.1]
 - 7. parenthetical expressions [PS/NS 4.5.1]
 - C. identify the purpose of and gain information from multimedia sources (e.g., text, Internet, video streaming, podcast)

LANGUAGE

It is expected that students will:

- (5) 4.2
- A. explain
 - 1. figurative language (e.g., simile, metaphor, personification) [PS/NS 5.4.2]
 - 2. analogies [PS/NS 4.5.2]
 - B. identify words and phrases that reveal an author's tone [PS/NS 4.5.2]
 - C. identify language used for the purpose of persuasion and propaganda [PS/NS 4.5.2]
 - D. identify
 - 1. dialect [NS 4.5.2]
 - 2. slang [NS 4.5.2]
 - 3. idioms [NS 4.5.2]

ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

- 4. formal and informal language [NS 4.5.2]
- E. explain how language clarifies ideas and concepts [NS 4.5.2]
- F. describe how an author uses concrete examples to explain abstract ideas with assistance [NS 4.5.2]

ORGANIZATIONAL AND STRUCTURAL PATTERNS

It is expected that students will:

- (5) 4.3
 - A. describe a main idea based on evidence [PS/NS 4.5.3]
 - B. describe a theme based on evidence [PS/NS 4.5.3]
 - C. describe the importance of sequential and/or chronological order [PS/NS 4.5.3]
 - D. explain a cause and its effect on events and/or relationships [PS/NS 4.5.3]
 - E. explain a problem and its solution [PS/NS 4.5.3]
 - F. trace the development of an author's argument, viewpoint, or perspective [PS/NS 4.5.3]
 - G. distinguish theme from topic [NS 4.5.3]
 - H. compare events [NS 4.5.3]
 - I. explain the author's use of organizational structure with assistance [NS 4.5.3]
 - J. identify the flaw(s) in the development of an author's argument
 - K. read to evaluate new information and hypothesize by comparing to known information and ideas
 - L. clarify and connect main ideas and concepts to identify relationships to other sources and related topics
 - M. identify persuasive techniques in text with assistance (e.g., bandwagon, logical fallacies, generalities)
 - N. read persuasive and informational text

CULTURES AND TIMES

It is expected that students will:

- (5) 4.4
 - A. explain the influence of
 - 1. cultures [PS/NS 4.5.4]
 - 2. time periods [PS/NS 4.5.4]
 - 3. historical events [NS 4.5.4]
 - B. compare text from the same historical period on a single topic [PS/NS 4.5.4]
 - C. compare language, oral traditions, and literature that reflect customs and cultures

RESPONDING TO TEXT

It is expected that students will:

- (5) 4.5
 - A. use information to answer and generate specific questions [PS/NS 4.5.5]
 - B. make connections to self, other text, and/or the world [PS/NS 4.5.5]
 - C. develop hypotheses based on information [NS 4.5.5]
 - D. summarize information [NS 4.5.5]

ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

- E. describe how author's purpose(s) and writing style influence reader response (e.g., persuade, entertain)
- F. recall details/facts [PS/NS 2.5.3]
- G. restate main ideas [PS/NS 2.5.3]
- H. organize information (e.g., graphic organizer, outline) [PS/NS 2.5.3]
- I. record information [PS/NS 2.5.3]
- J. synthesize text [PS/NS 2.5.3]
- K. evaluate text (e.g., draw conclusions, make inferences) [PS/NS 2.5.3]
- L. respond to an opinion-editorial selection with evidence

PREDICTIONS, INFERENCES, AND CONCLUSIONS

It is expected that students will:

- (5) 4.6
 - A. make and revise predictions based on evidence [PS/NS 4.5.6]
 - B. make inferences and draw conclusions based on evidence [PS/NS 4.5.6]
 - C. distinguish between fact and opinion [PS/NS 4.5.6]
 - D. analyze the accuracy of facts [NS 4.5.6]
 - E. determine accuracy of evidence with assistance [NS 4.5.6]
 - F. verify information by referencing other sources with assistance [NS 4.5.6]
 - G. read and organize information from multiple sources for a variety of purposes
 - H. confirm/negate predictions

DIRECTIONS

It is expected that students will:

- (5) 4.7
 - A. read and follow multi-step directions to complete tasks or procedures [NS 4.5.7]
 - B. functional text (e.g., pamphlet, product guides, directions)

EFFECTIVE WRITING: CONTENT STANDARD 5.0

Students write a variety of texts using the writing process.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

PREWRITING

It is expected that students will:

- (5) 5.1
 - A. use prewriting strategies, both independently and collaboratively with peers, to plan written work (e.g., graphic organizers, brainstorming) [PS/NS 5.5.1]
 - B. consider audience and purpose
 - C. consider format
 - D. explore a topic to plan written work [PS/NS 5.5.1]
 - E. choose and narrow a topic to organize ideas (e.g., lists, outlines, graphic organizers, note taking) [PS/NS 5.5.1]

ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

- F. ask questions to expand knowledge

DRAFTING

It is expected that students will:

- (5) 5.2 A. draft multiple-paragraph papers, both independently and collaboratively with peers, about a single topic that address
 1. audience and purpose [PS/NS 5.5.2]
 2. an introduction [PS/NS 5.5.2]
 3. supporting details [PS/NS 5.5.2]
 4. transitions [PS/NS 5.5.2]
 5. a conclusion [PS/NS 5.5.2]
- B. participate in daily writing (e.g., journals, learning logs, summaries, lists, computer generated documents)
- C. use structure rules to spell correctly (e.g., plurals: ~s, ~es, ~ies, ~ves; superlatives: ~er, ~est; suffixes, prefixes)

REVISING (EVALUATING AND REFINING)

It is expected that students will:

- (5) 5.3 A. revise drafts, both independently and collaboratively with peers, for
 1. audience and purpose [PS/NS 5.5.3]
 2. focused ideas [PS/NS 5.5.3]
 3. coherence, unity, consistency, and logical progression of ideas
 4. organization [PS/NS 5.5.3]
 5. relevant details [PS/NS 5.5.3]
 6. voice [PS/NS 5.5.3]
 7. word choice (e.g., exact/precise words, vivid words) [PS/NS 5.5.3]
 8. sentence fluency [PS/NS 5.5.3]
- B. create and revise drafts using word processing skills
- C. add, delete, consolidate, clarify, and rearrange text
- D. share writing with others and consider making revisions based upon feedback (e.g., peer review, teacher conference)
- E. revise using a writing rubric

EDITING FOR MECHANICS

It is expected that students will:

- (5) 5.4 A. edit internal and external punctuation, both independently and collaboratively with peers, for
 1. end punctuation [PS/NS 5.5.4]
 2. commas (e.g., dates, cities and states, items in a series, salutations/closings, set off name in a direct address, set off “yes” and “no” in answers to questions, direct quotations) [PS/NS 5.5.4]
 3. apostrophes [PS/NS 5.5.4]
 4. quotation marks (e.g., dialogue of a speaker) [PS/NS 5.5.4]

ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

5. abbreviations [PS/NS 5.5.4]
6. colons (e.g., introduce a list, between hour and minute) [PS/NS 5.5.4]
7. initials [PS/NS 5.5.4]
8. appositives
- B. edit internal and external punctuation, with assistance, for
 1. hyphens [NS 5.5.4]
 2. semicolons [NS 5.5.4]
- C. edit, both independently and collaboratively with peers, for correct capitalization (e.g., proper nouns, titles, dates, outlines, first word of a quotation) [PS/NS 5.5.4]
- D. edit essays and compositions, both independently and collaboratively with peers, to ensure correct spelling of
 1. high frequency words [PS/NS 5.5.4]
 2. content words [PS/NS 5.5.4]
 3. patterned words (e.g., less common blends, digraphs, double consonants, silent consonants, variations of long and short vowels, difficult consonant spellings)
- E. use correct internal and external punctuation for
 1. end-of-sentence
 2. initials
 3. abbreviations
 4. cities and states
 5. dates
 6. items in a series
 7. salutations/closings (e.g., letter, memo, fax)
 8. apostrophes (contractions and singular/plural possessives)

EDITING FOR USAGE OF WORDS

It is expected that students will:

- (5) 5.5 A. edit, both independently and collaboratively with peers, for correct word usage
1. nouns [PS/NS 5.5.5]
 2. pronouns [PS/NS 5.5.5]
 3. verbs [PS/NS 5.5.5]
 4. adjectives (e.g., comparatives/superlatives) [PS/NS 5.5.5]
 5. adverbs [PS/NS 5.5.5]
 6. subject/verb agreement [PS/NS 5.5.5]
 7. verb tenses (e.g., past, present, future) [PS/NS 5.5.5]
 8. pronoun/antecedent agreement [PS/NS 5.5.5]
 9. clauses (e.g., independent, dependent) [PS/NS 5.5.5]
 10. phrases [PS/NS 5.5.5]
 11. possessives (e.g., singular/plural and proper nouns and pronouns)
 12. prepositions
 13. prepositional phrases
 14. appositives
 15. conjunctions

EDITING FOR SENTENCE STRUCTURE

It is expected that students will:

- (5) 5.6 A. edit sentences, both independently and collaboratively with peers, for use of

ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

1. complete sentences (e.g., declarative, interrogative, imperative, exclamatory) [PS/NS 5.5.6]
 2. combining sentences [PS/NS 5.5.6]
 3. compound sentences [PS/NS 5.5.6]
 4. complex sentences [PS/NS 5.5.6]
 5. transitions
- B. edit sentences, both independently and collaboratively with peers, for elimination of
1. fragments [PS/NS 5.5.6]
 2. run-ons [PS/NS 5.5.6]

PUBLISHING

It is expected that students will:

- (5) 5.7
- A. prepare a legible final draft to display or share [PS/NS 5.5.7]
 1. form cursive letters correctly
 2. adhere to margins and indentations
 3. use basic word processing skills
 - B. select a publishing format appropriate to the audience and purpose [NS 5.5.7]

TYPES OF WRITING: CONTENT STANDARD 6.0

Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and that are appropriate to audience and purpose.

All indicators are based on grade-appropriate text and skills.

At a minimum, students will maintain previously-learned skills and attain the following:

EXPOSITORY

It is expected that students will:

- (5) 6.1
- A. write expository essays and compositions that include
 1. a beginning, middle, and an end [PS/NS 6.5.1]
 2. a thesis statement [PS/NS 6.5.1]
 3. appropriate topic sentences [PS/NS 6.5.1]
 4. supporting details from a variety of sources [PS/NS 6.5.1]
 5. transitions [PS/NS 6.5.1]
 6. a concluding statement [PS/NS 6.5.1]
 - B. write essays and compositions, with assistance, using patterns of organization including
 1. compare and contrast [NS 6.5.1]
 2. cause and effect [NS 6.5.1]
 - C. write to a given prompt (e.g., to inform, to explain, to persuade)

NARRATIVE/DESCRIPTIVE

It is expected that students will:

- (5) 6.2
- A. write multiple-paragraph narrative/descriptive papers about experiences and/or events appropriate to audience and purpose that include

ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

1. logical sequence [PS/NS 6.5.2]
 2. characters [PS/NS 6.5.2]
 3. setting [PS/NS 6.5.2]
 4. plot [PS/NS 6.5.2]
 5. dialogue [PS/NS 6.5.2]
 6. figurative language [PS/NS 6.5.2]
 7. concrete sensory details [PS/NS 6.5.2]
- B. write to a given prompt (e.g., to entertain, to describe, to tell a story)

POETRY

It is expected that students will:

- (5) 6.3 A. write poetry (e.g., acrostic, couplet, haiku, cinquain, free verse) [NS 6.5.3]
- B. become familiar with vocabulary related to poetry (e.g., line, stanza, verse, rhyme, rhythm)
- C. distinguish between poetry and prose

RESPONSES TO LITERATURE

It is expected that students will:

- (5) 6.4 A. write responses to literary text that demonstrate an understanding of
1. character development [PS/NS 6.5.4]
 2. motivation [PS/NS 6.5.4]
 3. plot [PS/NS 6.5.4]
- B. summarize literary information [PS/NS 6.5.4]

RESPONSES TO EXPOSITORY TEXT

It is expected that students will:

- (5) 6.5 A. write responses that analyze the elements of exposition (e.g., cause and effect, compare and contrast) [PS/NS 6.5.5]
- B. summarize expository information [PS 6.5.A1]
- C. write an impromptu response to expository text
- D. write a fully developed response after reading an article, story, or text

PERSUASIVE

It is expected that students will:

- (5) 6.6 A. write persuasive essays and compositions that include
1. a thesis statement [PS/NS 6.5.6]
 2. relevant supporting evidence [PS/NS 6.5.6]
 3. a strong argument without flaws in logic
- B. write a position paper supported with evidence

PERSONAL AND PROFESSIONAL COMMUNICATION

It is expected that students will:

- (5) 6.7 A. write a variety of communications in appropriate formats for

ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

1. personal communications (e.g., email, letter) [PS 6.5.7]
 2. professional (formal) communications (e.g., email, letter, report) [PS 6.5.7]
- B. address an envelope

DIRECTIONS

It is expected that students will:

- (5) 6.8
- A. write directions to complete tasks or procedures [NS 6.5.8]
 - B. write directions, with assistance, to complete tasks or procedures with attention to
 1. clarity [NS 6.5.8]
 2. format [NS 6.5.8]
 3. technical vocabulary [NS 6.5.8]
 4. text features [NS 6.5.8]

RESEARCH

It is expected that students will:

- (5) 6.9
- A. write research papers by
 1. choosing and narrowing a research topic based on areas of interest [PS/NS 6.5.9]
 2. locating and collecting information from primary and secondary sources (e.g., library resources, media, technology) [PS/NS 6.5.9]
 3. recording information [NS 6.5.9]
 4. paraphrasing and summarizing information [NS 6.5.9]
 5. organizing collected information (e.g., note-taking, using graphic organizers, outlining, paraphrasing) [NS 6.5.9]
 6. documenting sources using a given format [NS 6.5.9]
 7. citing sources in a consistent format
 - B. demonstrate an understanding of the difference between original works and plagiarized works [NS 6.5.9]

LISTENING: CONTENT STANDARD 7.0

Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

All indicators are based on grade-appropriate skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

MESSAGE

It is expected that students will:

- (5) 7.1
- A. listen for a variety of purposes including
 1. gaining information [PS/NS 7.5.1]
 2. being entertained [PS/NS 7.5.1]

ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

3. understanding directions [PS/NS 7.5.1]
4. solving problems
- B. listen for and identify
 1. main idea [NS 7.5.1]
 2. purpose [NS 7.5.1]
 3. messages [NS 7.5.1]
 4. mood [NS 7.5.1]
 5. tone [NS 7.5.1]
- C. listen for and distinguish fact from opinion [NS 7.5.1]
- D. listen for and summarize ideas and supporting details [NS 7.5.1]
- E. listen for and explain the effect of the speaker's attitude on audience with assistance [NS 7.5.1]
- F. listen for and identify persuasive techniques with assistance [NS 7.5.1]
- G. paraphrase and/or explain what has been said by a speaker

CONTENT AND DELIVERY

It is expected that students will:

- (5) 7.2
- A. listen to and evaluate oral communications for
 1. content [PS/NS 7.5.2]
 2. delivery [PS/NS 7.5.2]
 3. point of view [PS/NS 7.5.2]
 4. ideas [PS/NS 7.5.2]
 - B. listen to and evaluate the purpose and value of oral communications with assistance (e.g., verbal and non-verbal) [NS 7.5.2]

VOCABULARY DEVELOPMENT

It is expected that students will:

- (5) 7.3
- A. expand vocabulary through listening [NS 7.5.3]

LANGUAGE

It is expected that students will:

- (5) 7.4
- A. listen for and identify dialect and slang [NS 7.5.4]
 - B. listen for and identify the use of formal and informal language [NS 7.5.4]
 - C. listen for and distinguish between social and academic language [NS 7.5.4]

CONVERSATION AND GROUP DISCUSSIONS

It is expected that students will:

- (5) 7.5
- A. listen to and evaluate constructive feedback [PS/NS 7.5.5]
 - B. provide constructive feedback [PS/NS 7.5.5]
 - C. focus attention to solve problems by identifying, synthesizing, and evaluating data [PS/NS 7.5.5]

ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

- D. actively listen to oral communications [NS 7.5.5]
- E. listen to and participate in conversations [NS 7.5.5]

SPEAKING: CONTENT STANDARD 8.0

Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

GIVING DIRECTIONS

It is expected that students will:

- (5) 8.1 A. give multi-step directions to complete tasks [NS 8.5.1]
- B. ask questions to clarify directions [NS 8.5.1]

LANGUAGE

It is expected that students will:

- (5) 8.2 A. use precise language to describe
 - 1. feelings [NS 8.5.2]
 - 2. experiences [NS 8.5.2]
 - 3. observations [NS 8.5.2]
 - 4. ideas [NS 8.5.2]
- B. use specific vocabulary and apply Standard English to communicate ideas [NS 8.5.2]

PRESENTATIONS

It is expected that students will:

- (5) 8.3 A. use public speaking techniques to deliver presentations with appropriate
 - 1. prosody [PS/NS 8.5.3]
 - 2. volume [PS/NS 8.5.3]
 - 3. eye contact [PS/NS 8.5.3]
 - 4. enunciation [PS/NS 8.5.3]
 - 5. posture [PS/NS 8.5.3]
 - 6. expressions (e.g., verbal and non-verbal) [PS/NS 8.5.3]
 - 7. audience [PS/NS 8.5.3]
 - 8. purpose [PS/NS 8.5.3]
- B. communicate information by
 - 1. maintaining a clear focus [PS/NS 8.5.3]
 - 2. following a logical sequence [PS/NS 8.5.3]
 - 3. illustrating information with media aids [PS/NS 8.5.3]
- C. communicate statements that express an opinion [NS 8.5.3]
- D. defend a position using evidence [NS 8.5.3]

ENGLISH LANGUAGE ARTS/READING GRADE FIVE (continued)

- E. read aloud and/or recite (e.g., literary, expository, and original works)

GROUP DISCUSSIONS

It is expected that students will:

- (5) 8.4
 - A. contribute to conversations and discussions about a given topic (e.g., share ideas and opinions) [NS 8.5.4]
 - B. respond to questions to clarify and extend ideas [NS 8.5.4]
 - C. ask relevant questions to clarify information and extend ideas [NS 8.5.4]
 - D. take a leadership role in conversations and discussions [NS 8.5.4]
 - E. distinguish between relevant and irrelevant information [NS 8.5.4]
 - F. participate in an impromptu discussion