

Grade 5 Expectations in English Language Arts

Grade 5 Expectations in English/Language Arts

Learning Standards from the Massachusetts Curriculum Framework for the end of Grade 6 are numbered and printed in bold. The Franklin Public School System's grade level expectations for grade 5 are bulleted below each learning standard. If there are no bulleted items after the Massachusetts Learning Standard, that standard is the grade level expectation. All students are expected to master all grade level expectations.

GENERAL STANDARD 1: Discussion

Students will use agreed-upon rules for informal and formal discussions in small and large groups.

Learning Standards	Resources
1.3 Apply understanding of agreed-upon rules and individual roles in order to make decisions.	

GENERAL STANDARD 2: Questioning, Listening, and Contributing

Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.

Learning Standards	Resources
2.3 Gather relevant information for a research project or composition through interviews.	
<ul style="list-style-type: none"> Develop several types of questions to gather relevant information for a research project or composition through interviews. 	

GENERAL STANDARD 3: Oral Presentation

Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

Learning Standards	Resources
3.8 Give oral presentations for various purposes showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect.	
<ul style="list-style-type: none"> Give oral presentations for various purposes showing appropriate changes in delivery: volume, clarity, and pace. 	
3.9 Use teacher-developed assessment criteria to prepare their presentations.	

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GENERAL STANDARD 4: Vocabulary and Concept Development

Students will understand and acquire new vocabulary and use it correctly in reading and writing.

Learning Standards	Resources
4.17 Determine the meaning of unfamiliar words using context clues (definition, example).	
<ul style="list-style-type: none"> Apply strategies for the use of context clues to determine the meaning of unfamiliar words. 	
4.18 Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes and prefixes.	
<ul style="list-style-type: none"> Determine the meaning of unfamiliar words using suffixes and prefixes. 	
4.19 Determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses.	
<ul style="list-style-type: none"> Use the rules of syllabication to determine the pronunciation of an unfamiliar word. Use a dictionary and thesaurus to determine alternate word choices, parts of speech, and meaning. 	

GENERAL STANDARD 5: Structure and Origins of Modern English

Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.

Learning Standards	Resources
5.9 Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).	
<ul style="list-style-type: none"> Define, give examples, and use nouns, pronouns, verbs, adverbs, and adjectives in error free sentences. 	
5.10 Expand or reduce sentences (adding or deleting modifiers, combining or decomposing sentences).	
<ul style="list-style-type: none"> Expand sentences (for example by adding modifiers or combining sentences). 	
5.11 Identify verb phrases and verb tenses.	
5.12 Recognize that a word performs different functions according to its position in the sentence.	
5.13 Identify simple and compound sentences.	
5.14 Identify correct mechanics (for example: apostrophes, quotation marks, comma use in compound sentences, paragraph indentations) and correct sentence structure (for example, elimination of sentence fragments and run-ons).	
<ul style="list-style-type: none"> Use quotation marks in dialogue. Use apostrophes to show possession and to make contractions. Indent paragraphs correctly. Identify and correct teacher identified sentence fragments and run on sentences. 	

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GENERAL STANDARD 6: Formal and Informal English

Students will describe, analyze, and use appropriately formal and informal English.

Learning Standards	Resources
6.4 Demonstrate through role-playing appropriate use of formal and informal language.	
<ul style="list-style-type: none"> Distinguish between formal and informal language. 	
6.5 Write stories using a mix of formal and informal language.	
<ul style="list-style-type: none"> Identify the use of formal and informal language in stories. 	
6.6 Identify differences between oral and written language.	

GENERAL STANDARD 8: Understanding a Text

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

Learning Standards	Resources
For imaginative/literary texts:	
8.19 Identify and analyze sensory details and figurative language.	
<ul style="list-style-type: none"> Identify and analyze sensory details. 	
8.20 Identify and analyze the author's use of dialogue and description.	
<ul style="list-style-type: none"> Identify and analyze the author's use of description. 	
For informational/expository texts:	
8.21 Recognize organizational structures (chronological order, logical order, cause and effect, classification schemes).	
<ul style="list-style-type: none"> Use graphic organizers to articulate cause and effect. 	
8.22 Identify and analyze main ideas, supporting ideas, and supporting details.	
<ul style="list-style-type: none"> Identify main ideas, supporting ideas, and supporting details. 	

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GENERAL STANDARD 9: Making Connections

Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.

Learning Standards	Resources
9.4 Use background knowledge to relate a literary work to its setting.	

GENERAL STANDARD 10: Genre

Students will identify, analyze, and apply knowledge of the characteristics of different genres.

Learning Standards	Resources
10.3 Identify the characteristics of various genres (for example: poetry; informational and expository nonfiction; dramatic literature; fiction; and subgenres of fiction such as mystery, adventure, historical or contemporary realistic novels and short stories).	
<ul style="list-style-type: none"> Identify the characteristics of various (for example: poetry; informational and expository nonfiction; dramatic literature; fiction; and subgenres of fiction such as mystery, adventure, historical or contemporary realistic novels and short stories). 	

GENERAL STANDARD 11: Theme

Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.

Learning Standards	Resources
11.3 Apply the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated.	
<ul style="list-style-type: none"> Identify the concept that theme refers to the main idea and meaning of a selection whether it is implied or stated. 	

GENERAL STANDARD 12: Fiction

Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.

Learning Standards	Resources
12.3 Identify and analyze the elements of setting, characterization, and plot (including conflict).	
<ul style="list-style-type: none"> Identify the elements of setting, characterization, and plot structure. Identify personality traits of characters and how their thoughts, words, and actions reveal their personalities. Describe how main characters change over time. 	

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GENERAL STANDARD 13: Nonfiction

Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

Learning Standards	Resources
13.13 Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary, index).	
13.14 Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations).	
<ul style="list-style-type: none"> Identify common graphic features (charts, maps, diagrams, captions, illustrations). 	
13.15 Identify and use knowledge of common organizational structures (chronological order, logical order, cause and effect, classification schemes).	
<ul style="list-style-type: none"> Identify common organizational structures (chronological order, logical order, cause and effect). 	

GENERAL STANDARD 14: Poetry

Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding.

Learning Standards	Resources
14.3 Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry.	
<ul style="list-style-type: none"> Sound (alliteration and rhyme scheme: free verse; couplets; A,B,A,B). Figurative language (for example metaphor and simile). Graphics (capital letters, line length). <ul style="list-style-type: none"> Identify metaphors and similes and relate them to a poem’s meaning. Analyze the effect of graphics (capital letters, line length) in order to uncover the meaning of poetry. 	

GENERAL STANDARD 15: Style and Language

Students will identify and analyze how an author’s words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.

Learning Standards	Resources
15.3 Identify imagery, figurative language, rhythm, or flow when responding to literature.	
<ul style="list-style-type: none"> Identify sensory details, figurative language, and rhythm or flow when responding to literature. 	

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GENERAL STANDARD 16: Myths, Traditional Narrative, and Classical Literature

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

Learning Standards	Resources
16.7 Compare traditional literature from different cultures.	
<ul style="list-style-type: none"> • Compare different versions of the same story from traditional literature. • Identify common structures of traditional literature (for example: characters or story elements often come in threes – three bears, three sisters, three wishes, three tasks; or there are magic helpers – talking animals, fairies, genies, or elves). • Identify common stylistic elements in traditional literature (such as repeated refrains, similes, hyperboles). 	

GENERAL STANDARD 17: Dramatic Literature

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.

Learning Standards	Resources
17.3 Identify and analyze structural elements particular to dramatic literature (scenes, acts, cast of characters, stage directions) in the plays they read, view, write, and perform.	
<ul style="list-style-type: none"> • Identify structural elements particular to dramatic literature (scenes, acts, cast of characters, stage directions) in the plays they read and view. 	
17.4 Identify and analyze the similarities and differences between a narrative text and its film or play version.	
<ul style="list-style-type: none"> • Identify the similarities and differences between a narrative text and its film or play version. 	

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GENERAL STANDARD 18: Dramatic Reading and Performance

Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.

Learning Standards	Resources
18.3 Develop characters through the use of basic acting skills (memorization, sensory recall, concentration, diction, body alignment, expressive detail) and self-assess using teacher-developed criteria before performing.	
<ul style="list-style-type: none"> Develop characters through the use of basic acting skills (memorization, sensory recall, concentration) and self-assess using teacher-developed criteria before performing. 	

GENERAL STANDARD 19: Writing

Students will write with a clear focus, coherent organization, and sufficient detail.

Learning Standards	Resources
For imaginative/literary writing:	
19.14 Write stories or scripts containing the basic elements of fiction (characters, dialogue, setting, plot with a clear resolution).	
<ul style="list-style-type: none"> Write stories or scripts containing characters, setting and plot with a clear resolution. 	
19.15 Write poems using poetic techniques (alliteration, onomatopoeia), figurative language (simile, metaphor), and graphic elements (capital letters, line length).	
<ul style="list-style-type: none"> Write poems using poetic techniques (alliteration and onomatopoeia), similes and metaphors, and graphic elements (capital letters, line lengths). 	
For informational/expository writing:	
19.16 Write brief research reports with clear focus and supporting detail.	
19.17 Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion.	

GENERAL STANDARD 20: Consideration of Audience and Purpose

Students will write for different audiences and purposes.

Learning Standards	Resources
20.3 Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.	
<ul style="list-style-type: none"> Identify the different characteristics among fiction, nonfiction, dramatic literature and poetry. 	

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GENERAL STANDARD 21: Revising

Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone and word choice (diction) in their compositions after revising them.

Learning Standards	Resources
21.4 Revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text.	
<ul style="list-style-type: none"> Revise writing to improve level of detail and precision of language after determining where to add images and sensory detail and vary sentences. 	
21.5 Improve word choice by using dictionaries or thesauruses.	

GENERAL STANDARD 22: Standard English Conventions

Students will use knowledge of standard English conventions in their writing, revising, and editing.

Learning Standards	Resources
22.7 Use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, reviewing, and editing.	
<ul style="list-style-type: none"> Use additional knowledge of correct mechanics (paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, reviewing, and editing. 	

GENERAL STANDARD 23: Organizing Ideas in Writing

Students will organize ideas in writing in a way that makes sense for their purpose.

Learning Standards	Resources
23.6 Decide on the placement of descriptive details about setting, characters and events in stories.	
23.7 Group related ideas and place them in logical order when writing summaries or reports.	
23.8 Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.	
<ul style="list-style-type: none"> Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence with a graphic organizer. 	

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GENERAL STANDARD 24: Research

Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.

Learning Standards	Resources
24.3 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects.	
<ul style="list-style-type: none"> • Use an expanded range of print and non-print sources (atlases, data bases, electronic, on-line resources). 	
<ul style="list-style-type: none"> • Follow established criteria for evaluating information. <ul style="list-style-type: none"> • Identify criteria for evaluating information. 	
<ul style="list-style-type: none"> • Locate specific information within resources by using indexes, tables of contents, electronic search key words. 	
<ul style="list-style-type: none"> • Locate specific information within resources by using indexes and tables of contents. 	
<ul style="list-style-type: none"> • Organize and present research using the grades 5-6 Learning Standard in the Composition Strand as a guide for writing. 	
<ul style="list-style-type: none"> • Organize and present research in a one page paper using the grades 5-6 Learning Standard in the Composition Strand as a guide for writing. 	
<ul style="list-style-type: none"> • Provide appropriate documentation in a consistent format. 	
<ul style="list-style-type: none"> • Provide appropriate documentation in a consistent format with guidance. (See Grade 5 Harcourt Teachers Edition, Additional Resources, page R9.) 	

GENERAL STANDARD 25: Evaluating Writing and Presentations

Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.

Learning Standards	Resources
25.3 Use prescribed criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience.	
<ul style="list-style-type: none"> • Use prescribed criteria from a scoring rubric to evaluate compositions before presenting them to an audience. 	