



Archdiocese of Washington Catholic Schools

Academic Standards

English/Language Arts

5th GRADE

Standard 1- READING: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Word Recognition

5.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.

Vocabulary and Concept Development

5.1.2 Use word origins to determine the meaning of unknown words.

Example: After listening to a story of the myth of Hercules when it is read aloud, use the knowledge of the story to understand the phrase *Herculean task*.

5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meaning), and homographs (words that are spelled the same but have different meanings).

5.1.4 Know less common roots (*graph = writing, logos = the study of*) and word parts (*auto = self, bio = life*) from Greek and Latin and use this knowledge to analyze the meaning of complex words (*autograph, autobiography, biography, biology*).

5.1.5 Understand and explain the figurative use of words in similes (comparisons that use *like* or *as*: *The stars were like a million diamonds in the sky.*) and metaphors (implied comparisons: *The stars were brilliant diamonds in the night sky.*).

5.1.6 Understand unknown words by using word, sentence, and paragraph clues to determine meaning.



Archdiocese of Washington Catholic Schools

Academic Standards

English/Language Arts

Standard 2 - READING: Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. At Grade 5, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

Structural Features of Informational and Technical Materials

5.2.1 Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.

Example: Locate specific information in a social studies textbook by using its organization, sections on different world regions, and textual features, such as headers, maps, and charts.

5.2.2 Analyze text that is organized in sequential or chronological order.

Comprehension and Analysis of Grade-Level-Appropriate Text

5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.

Example: After reading *The Life and Death of Crazy Horse* by Russell Freedman or *Eleanor Roosevelt, A Life of Discovery* by Russell Freedman, explain why each of these individuals is recognized as a great person in history. Identify details that support this idea.

5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

Example: After reading *Rosa Parks: My Story* by Rosa Parks, compare life today with life during the time of Rosa Parks' story, supporting the comparison with ideas from the text and from experience or other outside sources.

Expository (Informational) Critique

5.2.5 Distinguish among facts, supported inferences, and opinions in text.

Example: In reading an informational text, tell which is a fact and which is an opinion: *The color green can be made by mixing yellow and blue. Green is one of the most soothing colors, and makes one think of spring grass and new leaves.* Identify facts and opinions in a history book, such as the humorous *Lives of the Presidents: Fame, Shame (and What the Neighbors Thought)* by Kathleen Krull.



Archdiocese of Washington Catholic Schools

Academic Standards

English/Language Arts

Standard 3 - READING: Literary Response and Analysis

Students read and respond to grade-level-appropriate historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.

Structural Features of Literature

- 5.3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

Example: Analyze an author's purpose for writing, whether it is to inform, to teach, to entertain, or to elicit an emotional response, and tell how well that purpose is achieved by the type of writing the author has produced. After reading a nonfiction, instructional manual, such as *Computer Basics for Non-Techies: Course 1, Understanding the Basics*, use a graphic organizer to compare this to a humorous portrayal of the same subject, such as the humorous poem "A Dragon Is in My Computer" by Jack Prelutsky.

Narrative Analysis of Grade-Level-Appropriate Text

- 5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved.

Example: Read a story with a central conflict, such as *The Pushcart War* by Jean Merrill. Tell how the conflict between the peddlers and the truckers is solved and describe what issues are raised in the conflict.

- 5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.

Example: Read a book, such as *Mrs. Frisby and the Rats of NIMH* by Robert C. O'Brien, in which different characters are motivated in opposing ways, by innocent good, like the character of Mrs. Frisby, or by selfishness, like the characters of the Rats. Discuss how the contrast between innocence and worldly experience is important to the plot of the book.

- 5.3.4 Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.

Example: Describe the themes in a fictional story, such as *A Wrinkle in Time* by Madeleine L'Engle, in which the themes of courage and perseverance are explored as the children in the story go on a dangerous mission in search of their scientist father.

- 5.3.5 Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.

- Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.
- Imagery: the use of language to create vivid pictures in the reader's mind.
- Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money*.

- 5.3.8 Identify the speaker or narrator in a selection and tell whether the speaker or narrator is a character involved in the story.



Archdiocese of Washington Catholic Schools

Academic Standards

English/Language Arts

Literary Criticism

3.5.6 Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.

Example: Discuss the meaning of the walls in *The Secret Garden* by Frances Hodgson Burnett.

5.3.7 Evaluate the author's use of various techniques to influence readers' perspectives.

Example: Tell how the details in the pictures support and add to the text in a picture book, such as *Bill and Pete Go Down the Nile* by Tomie DePaola. In the fictional picture book about Emily Dickinson, *Emily* by Michael Bedard, tell how the realistic illustrations and the writing style that imitates the style of Emily Dickinson's poetry make the story seem more realistic to the reader.



Archdiocese of Washington Catholic Schools

Academic Standards

English/Language Arts

Standard 4 - WRITING: Writing Process

Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Organization and Focus

- 5.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.
- 5.4.2 Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.
- 5.4.3 Write informational pieces with multiple paragraphs that:
 - present important ideas or events in sequence or in chronological order.
 - provide details and transitions to link paragraphs.
 - offer a concluding paragraph that summarizes important ideas and details.
- 5.4.11 Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and stating and supporting a hypothesis with data.

Research and Technology

- 5.4.4 Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.
- 5.4.5 Use note-taking skills.
- 5.4.6 Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.
- 5.4.7 Use a thesaurus to identify alternative word choices and meanings.

Evaluation and Revision

- 5.4.8 Review, evaluate, and revise writing for meaning and clarity.
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.4.10 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.



Archdiocese of Washington Catholic Schools

Academic Standards

English/Language Arts

Standard 5 - WRITING: Writing Applications **(Different Types of Writing and Their Characteristics)**

At Grade 5, students write narrative (story), expository (informational), persuasive, and descriptive texts of at least 500 words. Student writing demonstrates a command of Standard English and the research organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 5 students use the writing strategies outlined in Standard 4 - Writing Process to:

5.5.1 Write narratives (stories) that:

- establish a plot, point of view, setting, and conflict.
- show, rather than tell, the events of the story.

Example: Write a story, modeling the style of the story after a type of writing recently read in class, such as a folktale, myth, mystery, or science fiction story. Include an interesting beginning that establishes the central conflict of the story and an ending that resolves the problem.

5.5.2 Write responses to literature that:

- demonstrate an understanding of a literary work.
- support judgments through references to the text and to prior knowledge.
- develop interpretations that exhibit careful reading and understanding.

Example: Write an essay, telling how two authors are similar or different in terms of their writing styles, choices of topics, and the themes of their books. Support the opinion with specific examples from the authors' books. Write a personal reaction to books in which a character deals with a problem, such as *The Best Bad Thing* by Yoshiko Uchida or *Shiloh* by Phyllis Naylor. Use clear organization and careful word choices to show your reaction to the character and the problem.

5.5.3 Write research reports about important ideas, issues, or events by using the following guidelines:

- Frame questions that direct the investigation.
- Establish a main idea or topic.
- Develop the topic with simple facts, details, examples, and explanations.
- Use a variety of information sources, including firsthand interviews, reference materials, and electronic resources, to locate information for the report.

Example: After talking to local officials and conducting library research, write about the history of the different people and immigrant groups who settled in Maryland. Prepare a class book on *The History of Maryland* that includes information about where these groups came from, where they first lived in the state, and what work they did.

5.5.4 Write persuasive letters or compositions that:

- state a clear position in support of a proposal.
- support a position with relevant evidence and effective emotional appeals.
- follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last.
- address reader concerns.



Archdiocese of Washington Catholic Schools

Academic Standards

English/Language Arts

Example: Interview several students in lower grades and take notes regarding changes they would like to see made to the school's playground. Compile these opinions to write a persuasive article for the school newspaper.

5.5.5 Use varied word choices to make writing interesting.

Example: Write stories, reports, and letters showing a variety of word choices: use inquired or requested instead of asked.

5.5.6 Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.

Example: Write a skit or an episode of a puppet show to present at your class talent show. Use funny words and phrases to make the audience laugh.

5.5.7 Write summaries that contain the main ideas of the reading selection and the most significant details.



Archdiocese of Washington Catholic Schools

Academic Standards

English/Language Arts

Standard 6 - WRITING: Written English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

Sentence Structure

- 5.6.1 Identify and correctly use prepositional phrases (*for school* or *In the beginning*), appositives (*We played the Cougars, the team from Newport*), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).
- *We began our canoe trip on the White River* (prepositional phrase) *when it stopped raining* (subordinate clause).
 - *Although the weather, a violent snowstorm,* (appositive) *threatened our trip, we were never discouraged* (main clause).
- 5.6.2 Use transitions (*however, therefore, on the other hand*) and conjunctions (*and, or, but*) to connect ideas.
- 5.6.8 Use simple sentences (*Dr. Vincent Stone is my dentist.*) and compound sentences (*His assistant cleans my teeth, and Dr. Stone checks for cavities.*) in writing.

Grammar

- 5.6.3 Identify and correctly use appropriate tense (*present, past, present participle, past participle*) for verbs that are often misused (*lie/lay, sit/set, rise/raise*).
- 5.6.4 Identify and correctly use modifiers (words or phrases that describe, limit, or qualify another word) and pronouns (*he/his, she/her, they/their, it/its*).
- Correct: *On the walls there are many pictures of people who have visited the restaurant.*
 - Incorrect: *There are many pictures of people who have visited the restaurant on the walls.*
 - Correct: *Jenny and Kate finished their game.*
 - Incorrect: *Jenny and Kate finished her game.*

Punctuation

- 5.6.5 Use a colon to separate hours and minutes (*12:20 a.m., 3:40 p.m.*) and to introduce a list (*Do the project in this order: cut, paste, fold.*); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions (*Time is short; however, we will still get the job done.*)

Capitalization

- 5.6.6 Use correct capitalization.

Spelling

- 5.6.7 Spell roots or bases of words, prefixes (*understood/misunderstood, excused/unexcused*), suffixes (*final/finally, mean/meanness*), contractions (*will not/won't, it is/it's, they would/they'd*), and syllable constructions (*in-for-ma-tion, mol-e-cule*) correctly.



Archdiocese of Washington Catholic Schools

Academic Standards

English/Language Arts

Standard 7 - LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- 5.7.1 Ask questions that seek information not already discussed.
- 5.7.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
- 5.7.3 Make inferences or draw conclusions based on an oral report.

Organization and Delivery of Oral Communication

- 5.7.4 Select a focus, organizational structure, and point of view for an oral presentation.
- 5.7.5 Clarify and support spoken ideas with evidence and examples.
- 5.7.6 Use volume, phrasing, timing, and gestures appropriately to enhance meaning.
- 5.7.13 Emphasize points in ways that help the listener or viewer follow important ideas and concepts.

Analysis and Evaluation of Oral and Media Communications

- 5.7.7 Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.
- 5.7.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.
- 5.7.14 Identify claims in different kinds of text (print, image, multimedia) and evaluate evidence used to support these claims.

Speaking Applications

- 5.7.9 Deliver narrative (story) presentations that:
 - establish a situation, plot, point of view, and setting with descriptive words and phrases.
 - show, rather than tell, the listener what happens.
- 5.7.10 Deliver informative presentations about an important idea, issue, or event by the following means:
 - frame questions to direct the investigation.
 - establish a controlling idea or topic.
 - develop the topic with simple facts, details, examples, and explanations.



Archdiocese of Washington Catholic Schools

Academic Standards

English/Language Arts

5.7.11 Deliver oral responses to literature that:

- summarize important events and details. .
- demonstrate an understanding of several ideas or images communicated by the literary work.
- use examples from the work to support conclusions.

5.7.15 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.