



Standards By Design:

Fifth Grade for English Language Arts



Acknowledgment

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English Language Arts

Fifth Grade

Fifth grade students increase their vocabulary and their ability to understand and explain words, including those that convey ideas and images. They use word origins to determine the meaning of unknown words or phrases. They read a variety of grade-level-appropriate classic and contemporary literature and continue to expand their interest in informational text, poetry, and plays. Fifth grade students read at the target rate of 125-150 words correct per minute (wcpm). They begin to do literary criticism by evaluating what they read and locating evidence to support what they say. They write multiple-paragraph compositions for different purposes and a specific audience or person, adjusting their writing as appropriate. They use transitions to connect ideas when they write. They deliver oral responses to literature that demonstrate an understanding of ideas or images communicated by what they have read.

Reading

Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.05.RE.01 Read aloud grade-level narrative text and informational text fluently and accurately with effective pacing, intonation, and expression; by the end of fifth grade, read aloud unpracticed grade-level text at a rate of 125-150 wcpm (words correct per minute).

EL.05.RE.02 Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.
*Suggested grade-level target for reading ON OWN: Fifth Grade: 625,000 words annually.

EL.05.RE.03 Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

EL.05.RE.04 Make connections to text, within text, and among texts across the subject areas.

EL.05.RE.05 Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.

EL.05.RE.06 Match reading to purpose--location of information, full comprehension, and personal enjoyment.

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EL.05.RE.07 Understand and draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

EL.05.RE.08 Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.

Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

EL.05.RE.09 Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.

EL.05.RE.10 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.

EL.05.RE.11 Determine meanings of words using contextual and structural clues.

EL.05.RE.12 Understand and explain frequently used synonyms, antonyms, and homographs.

EL.05.RE.13 Determine the meanings of figurative expressions, such as those in similes and metaphors.

EL.05.RE.14 Use word origins to determine the meaning of unknown words and phrases.

EL.05.RE.15 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).

EL.05.RE.16 Use a thesaurus to determine related words and concepts.

Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

EL.05.RE.17 Read textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, news stories, and almanacs.

EL.05.RE.18 Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organizational devices to find information and support understanding.

EL.05.RE.19 Find information in specialized materials (e.g., thesaurus, almanac, newspaper).

EL.05.RE.20 Follow multiple-step directions (e.g., for completing an experiment or an activity or for using a product).

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Informational Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level informational text across the subject areas.

EL.05.RE.21 Recognize and/or summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports those ideas.

EL.05.RE.22 Identify key facts and information after reading several passages or articles on the same topic.

Informational Text: Develop an Interpretation: Develop an interpretation of grade-level informational text across the subject areas.

EL.05.RE.23 Predict future outcomes supported by the text.

EL.05.RE.24 Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge. (Some of the skills and concepts in the preceding standard are assessed at the classroom level and others at the state level.)

EL.05.RE.25 Determine unstated ideas and concepts, noting and analyzing evidence that supports those unstated ideas, such as images, patterns, or symbols in the text.

Informational Text: Examine Content and Structure: Examine content and structure of grade-level informational text across the subject areas.

EL.05.RE.26 Determine the author's purpose, and relate it to specific details in the text.

EL.05.RE.27 Draw conclusions about whether portions of the passage are facts or opinions.

EL.05.RE.28 Recognize and analyze characteristics of persuasive text.

EL.05.RE.29 Evaluate new information and ideas by testing them against known information and ideas.

EL.05.RE.30 Identify and analyze text that uses prioritization as an organizational pattern (e.g., newspaper articles).

Literature

Listen to and Read Literary Text: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

EL.05.LI.01 Listen to text and read text to make connections and respond to a wide variety of significant works of literature, including poetry, fiction, non-fiction, and drama, from a variety of cultures and time periods that enhance the study of other subjects.

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EL.05.LI.02 Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.

Literary Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level literary text.

EL.05.LI.03 Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.

EL.05.LI.04 Identify the main events of the plot, their causes, and the influence of specific events on future actions.

Literary Text: Develop an Interpretation: Develop an interpretation of grade-level literary text.

EL.05.LI.05 Predict future outcomes supported by the text.

EL.05.LI.06 Identify the qualities of the character (e.g., courage, cowardice, ambition), and analyze the effect of these qualities on the plot and the resolution of the conflict.

EL.05.LI.07 Identify the theme, understanding that theme refers to the lesson, moral, or meaning of a selection, whether it is implied or stated directly.

EL.05.LI.08 Draw inferences, conclusions or generalizations about text, and support them with textual evidence and prior knowledge.

Literary Text: Examine Content and Structure: Examine content and structure of grade-level literary text.

EL.05.LI.09 Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.

EL.05.LI.10 Define figurative language, including simile, metaphor, exaggeration, and personification, and explain the effects of its use in a particular work.

EL.05.LI.11 Differentiate among the different types of fiction, and apply knowledge of the major characteristics of each (e.g., folklore, mystery, science fiction, adventure, fantasy).

EL.05.LI.12 Evaluate the believability of characters and the degree to which a plot is believable or realistic.

Writing

Planning, Evaluation, and Revision: Pre-write, draft, revise, edit, and publish across the subject areas.

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EL.05.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.05.WR.02 Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.

EL.05.WR.03 Identify audience and purpose.

EL.05.WR.04 Choose the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative.

EL.05.WR.05 Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.

EL.05.WR.06 Focus on a central idea, excluding loosely related, extraneous, and repetitious information.

EL.05.WR.07 Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.

EL.05.WR.08 Revise drafts to improve the meaning and focus of writing by adding, deleting, combining, clarifying, and rearranging words and sentences.

EL.05.WR.09 Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.

Writing: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

EL.05.WR.10 Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.

EL.05.WR.11 Write multi-paragraph compositions that:

Engage readers with an interesting introduction.

Present important ideas or events using organizational structures, such as sequential or chronological order, cause-and-effect, or similarity and difference.

Develop new ideas in separate paragraphs.

Provide details and examples to support ideas.

Provide transitions to link paragraphs.

Offer a concluding paragraph that summarizes important ideas and details.

EL.05.WR.12 Use transitions (*however, therefore, on the other hand*) and conjunctions (*and, or, but*) to connect ideas.

EL.05.WR.13 Use a variety of descriptive words, demonstrating awareness of impact on audience.

EL.05.WR.14 Use simple and compound sentences and begin using complex sentences.

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EL.05.WR.15 To achieve clarity of meaning and to enhance flow and rhythm, correctly use prepositional phrases, appositives, main clauses, and subordinate clauses.

Conventions: Spelling: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.05.WR.16 Spell correctly:

*roots or bases of words,
prefixes (understood/misunderstood, excused/unexcused),
suffixes (final/finally, mean/mean-ness)
contractions (will not/won't, it is/it's, they would/they'd),
syllable constructions (in-for-ma-tion, mol-e-cule), and
words with more than one acceptable spelling (advisor, adviser).*

Conventions: Grammar: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.05.WR.17 Correctly use:

*verbs that are often misused (lie/lay, sit/set, rise/raise),
modifiers (words or phrases that describe, limit or qualify another word) and pronouns (he/his, she/her, they/their, it/its).*

EL.05.WR.18 Ensure that verbs agree with their subjects.

Conventions: Punctuation: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.05.WR.19 Correctly use:

parentheses to explain something that is not considered of primary importance to the sentence, a colon to separate hours and minutes (10:30 a.m., 6:30 p.m.) and to introduce a list (collect the following items for the project: map, pictures, scissors, tape), and commas in direct quotations (He said, "I'd be happy to go.").

EL.05.WR.20 Correctly place commas and periods inside quotation marks.

Conventions: Capitalization: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.05.WR.21 Use correct capitalization.

Conventions: Handwriting: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

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EL.05.WR.22 Write legibly in cursive or manuscript.

EL.05.WR.23 Read cursive fluently.

Writing Modes: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Personal Narrative

Fictional Narrative

Expository

Persuasive

Writing Applications: Narrative Writing: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Fifth Grade, 400 words.

EL.05.WR.24 Write fictional narratives:

Establish a plot, point of view, setting, conflict, and resolution.

Show through description, rather than tell (summarize), the events of the story.

Writing Applications: Expository Writing: Response to Literary Text (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Fifth Grade, 400 wo

EL.05.WR.25 Write responses to literature:

Demonstrate an understanding of a literary work.

Support interpretations through references to the text and to prior knowledge.

Develop interpretations that exhibit careful reading and understanding.

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Writing Applications: Expository Writing: Research Reports/ Multi-media Presentations (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Fifth Grade, 400 words.

EL.05.WR.26 Write research reports about ideas, issues, or events:

Frame questions that direct the investigation.

Establish a main idea or topic.

Use a variety of information sources, including firsthand interviews, reference materials, and electronic resources to locate information to support the topic.

Cite references appropriately.

Writing Applications: Persuasive Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Fifth Grade, 400 words.

EL.05.WR.27 Write persuasive compositions:

State a clear position in support of a proposal.

Support a position with relevant evidence.

Follow a simple organizational pattern.

Address reader concerns.

Writing Applications: Summaries, Business Letters, Job Applications and Resumes, Technical Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Fifth Grade, 400 words.

EL.05.WR.28 Write summaries, using formal paragraph structure, that contain the main ideas of the reading selection and the most significant details (e.g., summaries for book reports, chapters of a text, magazine articles).

EL.05.WR.29 Write business letters to request information (e.g., for school reports).

Research Report Writing: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

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EL.05.WR.30 Use organizational features of printed text to locate relevant information.

EL.05.WR.31 Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.

EL.05.WR.32 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.

EL.05.WR.33 Use a thesaurus to identify alternative word choices and meanings (e.g., when paraphrasing information).

EL.05.WR.34 Quote or paraphrase information sources, citing them appropriately (e.g., Works Cited Entries--MLA).

Speaking and Listening

Speaking: Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques. *Suggested speech length: Fifth Grade, 2-5 minutes.

EL.05.SL.01 Develop a focus and point of view that are appropriate to audience and purpose.

EL.05.SL.02 Organize information to clarify and support spoken ideas with evidence and examples.

EL.05.SL.03 Use descriptive words that clearly convey the message and establish the tone.

EL.05.SL.04 Use appropriate technical words that support clear understanding.

EL.05.SL.05 Use correct grammar consistently.

EL.05.SL.06 Engage the audience with appropriate verbal cues--volume, pitch, phrasing, pace, and modulation; facial expressions; gestures; and eye contact.

Listening: Listen critically and respond appropriately across the subject areas.

EL.05.SL.07 Ask relevant questions that seek information not already discussed.

EL.05.SL.08 Interpret a speaker's verbal and non-verbal messages, purposes, and perspectives.

EL.05.SL.09 Make inferences or draw conclusions based on an oral report.

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Analysis: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.

EL.05.SL.10 Identify and discuss the purposes of media--information, entertainment, persuasion, interpretation of events, and transmission of culture.

EL.05.SL.11 Identify and discuss the role of media in focusing people's attention on events and influencing their opinions on issues.

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English Language Proficiency

Language Functions and Forms

English language functions and forms acquired by native English speakers before entering school or naturally at home need to be explicitly taught to students learning English as an additional language. These functions and forms may be taught at any grade level as the need and appropriate context arise.

A language **function** refers to the purpose for which speech or writing is being used. In speech, these functions include giving instructions, introducing ourselves, and making requests. In academic writing, these functions might include describing processes, comparing or contrasting things or ideas, and classifying objects or ideas.

Forms of a language deal with the internal grammatical structure of words. Forms would include, for example, the relationship between the words boy and boys, or the relationship (irregular) between the words man and men.

The contrast between **form** and **function** in language can be illustrated through a simple medical analogy. If doctors studied only a limited portion of the human system, such as anatomical form, they would be unable to adequately address their patient's needs. To fully treat their patients, physicians must understand the purposes of the human body and the relationships between organs, cells, and genes (Pozzi, 2004). Similarly, ELLs need to understand both the **form** (structure) and the **function** (purpose) of the English language in order to reach higher levels of proficiency.

Pozzi, D.C. (2004). *Forms and functions in language: Morphology, syntax*. Retrieved March 10, 2005, from University of Houston, College of Education Web site: <http://www.viking.coe.uh.edu/grn11.intr/intr.0.1.2.htm>

Example Function: Expressing Needs and Likes

Target Form - Sentence Structure: The basic sentence structures that we use to express needs and likes are foundations to the more complex sentence structure we use for academic purposes.

Beginning - One or two-word answers (nouns or yes/no) to questions about preferences, (e.g., *two, apples, or tree*)

Early Intermediate - Simple sentences with subject/verb/object . "*I like/don't like-(object)-.*" "*I need a /some - (object)-.*"

Intermediate - Elaborated sentences with subject/verb/object

Early Advanced - Sentences with subject/verb/object and dependent clause

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Advanced - Complex sentences, perhaps with tags or embedded questions

Language Function	Examples of Language Forms
1. Expressing needs and likes	Sentence structure
2. Describing people, places, and things	Nouns, pronouns, and adjectives
3. Describing location	Prepositional phrases
4. Describing action	Present progressive tense, adverbs
5. Retelling/relating past events	Past tense verbs
6. Making predictions	Verbs: future tense, conditional mood
7. Asking informational questions	Verbs and verb phrases in questions
8. Asking clarifying questions	Questions with increasing specificity
9. Expressing and supporting opinions	Sentence structure
10. Comparing	Adjectives and conjunctions
11. Contrasting	Comparative adjectives
12. Summarizing	Increasingly complex sentences with increasingly specific vocabulary
13. Persuading	Verb forms
14. Literary analysis	Sentence structure and specific vocabulary
15. Cause and effect	Verb forms
16. Drawing conclusions	Comparative adjectives
17. Defining	Nouns, pronouns, and adjectives
18. Explaining	Verb forms, declarative sentences, complex sentences, adverbs of manner

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19. Generalizing	Abstract nouns, verb forms
20. Evaluating	Complex sentences; increasing specificity of nouns, verbs, and adjectives
21. Interpreting	Language of propaganda, complex sentences
22. Sequencing	Adverbs of time, relative clauses, subordinate conjunctions
23. Hypothesizing and speculating compound	Modals (would, could, might), tenses (would have been)
24. Summarizing compound	Modals (would, could, might), tenses (would have been)

To view the ELP functions & forms in their entirety visit <http://www.ode.state.or.us/teachlearn/standards/elp/files/langfunc.pdf>.

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