# Understanding the Standards- Grade 5

In fifth grade, there is an emphasis on reading comprehension by comparing grade level literary and informational texts. The student will continue to read a variety of literary and informational texts focusing on the author’s craft, style, and approach on a topic or concept. Collaborative conversations and writing about their reading continue as an extension to expand the student’s understanding of what they read. The student will continue to expand vocabulary using knowledge of roots, affixes, synonyms, antonyms, and homophones. The student will use the writing process to write in a variety of forms and purposes across content, demonstrating their thinking and understanding about a text. The student will collaborate with diverse teams working respectfully with others, showing engagement, and valuing individual contributions. The students will deliver multimodal presentations and compare/contrast a variety of techniques used in media messages. The student will demonstrate comprehension of the research process by evaluating the relevance, reliability, and credibility of information collected to create a research product.

## Foundations for Reading

### 5.FFR.3 Phonics and Word Analysis: The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text.

1. Use knowledge of syllabication and syllable types to decode and encode words.
2. Use knowledge of morphology (suffixes, prefixes, root/base) to decode words.
3. Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy

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| **5.FFR.3 Phonics and Word Analysis: The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text.** |
| * ***Phonics is the instruction in the relationship between letters and the sounds they represent. (Honig et al, pg. 170)*** * ***The purpose of phonics and word analysis is to allow students to read grade level text fluently. See 5.DSR for additional information.*** * Phonetic principles include decoding (reading) and encoding (spelling).   + Decoding is the ability to read a word from print to speech using grapheme-phoneme (letter to sound) correspondences.   + Encoding is the ability to spell a word from speech to print using phoneme-grapheme (sound-letter) correspondences. * Word analysis in fifth grade includes multiple strategies. Strategies for reading multisyllabic words may include:   + Review known words parts, or meaningful morphemes, smallest unit of meaning.     - Root – the most basic form of a word from which other words are formed. Many English words are derived from Greek and Latin roots. Students must be taught common Greek and Latin roots in order to read and understand complex text.       * e.g. – *struct – to build, and form – to shape*     - Base – can always stand alone as independent word.       * e.g. – *activity, action, acted, react* are all words containing the base word *“act”* * Review the word for affixes. * Affixes (prefixes/suffixes) * Prefix – added to the beginning of the word to make a new word. * Suffix – added to the end of the word to change the meaning, or grammatical function of the word.   + Review the word for vowels and count the number of syllables. Use knowledge of syllable types to predict vowel sound. Syllabication is the division of a multisyllabic word into separate syllables with each syllable containing one vowel sound. * Recognize syllable types: * Closed syllables end in a consonant(s) and the vowel sound is short.  (e.g. ***hap\****-***pen\****, ***tab\****-***let\****) * Open syllables end in a single vowel sound and the vowel is long.    (e.g. – ***o\****-pen, ***mo\****-tion) * Vowel-Consonant-e syllables contains a long vowel sound, spelled with one vowel letter followed by one consonant and a silent e.   (e.g. ***while\****, com-***plete\****) * Vowel Team syllables can contain long vowel sounds, short vowel sounds, and diphthong sound spelled with a vowel combination (e.g. ***chief\****, pur-***suit\****, ***crawl\****,  ***play\****-ing) * Vowel R syllables contains a letter combination made up of a vowel followed by the letter –r that stands for a unique vowel sound (e.g. ***mir\****-***ror\****, ***far\*****-****ther\****, ***start\****, ***cir\****-cus) * Cle syllables – a final, separate syllable containing a consonant followed by the letters le (e.g.   ta-***ble\****, bi-cy-***cle\****) * The process that students use to learn phonetically regular words is the same process that students learn to read phonetically irregular words. The careful analysis of each letter-sound correspondence is necessary for students to read grade-level, high frequency words accurately and automatically.   + Regular words are words that have a predictable grapheme-phoneme correspondence.   + Irregular words are those that cannot be readily decoded because they contain a grapheme-phoneme correspondence that is unique to that word or a few words. Some words are permanently irregular. |

## Developing Skilled Readers and Building Reading Stamina

### 5. DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

1. Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary **(Reading Fluency, K-12)**.
2. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 4-5 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) **(Text Complexity, 2-12)**.
3. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences from texts, including quoting or paraphrasing accurately and tracing where relevant evidence is located **(Textual Evidence, K-12).**
4. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning **(Deep Reading on Topics to Build Knowledge and Vocabulary K-12).**
5. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to common organizational text structures, summarizing, asking questions of the text, and others **(Reading Strategies 3-12).**

**\*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.**

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| **5.DSR The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts and reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.** |
| * Reading comprehension is the product of listening comprehension and decoding, otherwise known as The Simple View of Reading, SVR (Gough and Tunmer, 1986). This standard addresses competencies for both sides of the SVR equation. * This standard is intended to acknowledge the complex nature of comprehension.  Reading comprehension is not a single ability (Catts and Kamhi, 2017). * Comprehension is the combination of three factors: the reader, the text, and the activity. (RAND 2002)   + The ‘reader’ brings a set of skills such as prior knowledge and experiences.  They also bring their word reading ability and their language ability. Before reading, students can activate their prior knowledge.  If prior knowledge is lacking, teachers can build background knowledge to facilitate the ability to link knowledge to events represented in the text.   + The ‘text’ includes factors that can affect understanding such as the subject matter, text complexity, structure, and clarity of text coherence, or how the ideas within the text fit together. When students know the structure of a text, they are able to utilize the predictable patterns to retain key details for later recall.   + The ‘activity’ refers to the purpose for reading. Why are we reading?  Is it to learn, to enjoy a story, or to strengthen an opinion? Before reading, teachers can provide a purpose or help students set a purpose for reading to help make sense of text and retain details for later recall. * Fluency is the ability to read a text reasonably accurate, at an appropriate rate with suitable expression that leads to accurate and deep comprehension and motivation. (Hasbrouck & Glaser, 2019)   + Reasonably accurate means that the student should be able to read 95%-98% of the words correctly. (Hasbrouck, 2024)   + Appropriate rate means students reading should sound like speech, (Stahl and Kuhn, 2002)   + Suitable expression means the student’s reading should sound like speech with pitch, tone, volume, phrasing, etc. (Stahl and Kuhn, 2002) * There are two types of text students in fifth grade should be exposed to. Each has as specific purpose and goal for reading development.   + *Read Alouds* are texts that are above a student’s grade level and are used to stretch students’ listening comprehension.  They support growth in complex sentence structure and vocabulary.   + *Grade level* texts are texts that fall within the grade 5 text complexity band.  Teachers should refer to the Quantitative and Qualitative Analysis charts in the Appendix for the grades 4-5 band. Engaging with complex texts is important for students learning new concepts and increase exposure to high level vocabulary, language, and content.  Students may have differing levels of readiness for grade-level, complex texts.  Teachers can provide scaffolds as needed to support all students reading grade level texts. * Fifth grade students should be introduced to wide reading across text sets centered on one topic and containing different genres.  Focus on one topic across multiple genres will allow students to build background knowledge, strengthen vocabulary and deepen their understanding of the topic through exposure to related vocabulary, and topic related texts. * Fifth grade students should be taught to use reading (*sense-making*) strategies (e.g. comprehension monitoring, predicting, visualizing, questioning, making connections) through well planned explicit instruction by the teacher.  Teachers can encourage students to monitor breakdowns in their comprehension by modeling how to pay attention and react to the text, as well as the text structure, when the text is not making sense.   + Strategies should not be isolated from the text reading and lesson, but rather incorporated to encourage students actively thinking while reading.   + “Strategy instruction must be incremental and follow a series of steps that result in a gradual release of responsibility” (Shanahan, 2010) |

## Reading and Vocabulary

**5.RV The student will systematically build vocabulary and word knowledge based on grade-five content and texts.**

### 5.RV.1 Vocabulary Development and Word Analysis

1. Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.
2. Discuss meanings of complex words and phrases acquired through conversations and literature.
3. Determine the meaning of complex words using frequently occurring root words and inflectional affixes (e.g., *-s, -ing,-ed*).
4. Use the context of a sentence to apply knowledge of homophones.
5. Apply knowledge of grade-level appropriate synonyms and antonyms to better understand each word.
6. Analyze the morphological relationships between words, including how Greek and Latin affixes and roots impact the meaning.
7. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
8. Distinguish shades of meaning among verbs and adjectives.
9. Use strategies to infer word meanings.
10. Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.
11. Use newly learned words and phrases in discussions and speaking activities.

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| **5.RV The student will systematically build vocabulary and word knowledge based on grade-five content and texts.** |
| * Reading comprehension is the product of listening comprehension and decoding, otherwise known as The Simple View of Reading, SVR (Gough and Tunmer, 1986). This standard addresses competencies for the language comprehension side of the SVR equation. * Vocabulary is the single most important indicator of later reading success, once children have learned decoding. (Moats & Tolman, 2019) The richer a student’s vocabulary, the richer their reading comprehension. * As stated in Standard 5.DSR, reading multiple texts centered around a topic, or a text set, allows students to build knowledge and vocabulary. Text sets also allow student multiple opportunities to hear related words and build knowledge networks. This is essential for students’ long term comprehension success. * Grade five content corresponds with the social studies and science standards in fifth grade. Teachers can leverage texts in these areas to reinforce vocabulary and build knowledge. * Word learning happens both incidentally and explicitly.   + Vocabulary can be acquired incidentally, or through indirect exposure to words, by engaging in rich oral language experiences, read alouds, and students’ reading.   + An important component of fifth grade is explicit vocabulary instruction. The first step is selecting words that are critical to the understanding of the texts. This instruction includes giving a student friendly definition, providing examples and non-examples of the word in context, and allowing students to use the word in speaking and writing. * Teachers should be intentional about which words they select to explicitly teach. These could include general academic language, and content-specific vocabulary words.   + *General Academic Language –* words that are not necessarily common in conversational language, but more likely to be used in the classroom in academic reading, writing and conversation (*e.g. summarize, evaluate*).   + *Content-Specific Vocabulary –* words that are unique to the content being covered and require explicit instruction in order for content understanding to be obtained (e.g. *migration, hibernation*). * Fifth grade students should be able to understand the meaning of grade level unknown words by using words parts and morphology to understand word relationships (e.g. *root words, inflectional endings, homophones, synonyms, antonyms*).   + *Root words -* the most basic form of a word from which other words are formed. Many English words are derived from Greek and Latin roots (e.g. – *struct – to build, and form – to shape)*     - Root word impact word meanings by forming relationship around the root of a word (e.g. ex*port*, ex*port*ed, ex*port*ing, ex*port*ation, ex*port*er)   + *Inflectional endings* – a morpheme added to a word to change the grammatical meaning (*e.g. adding -ed which means the action occurred in the past*). * *Affix-* a morpheme added to a root word that changes its meaning.   + *Prefixes* are meaningful word parts that come at the beginning of a word.  For example, how the prefix *dis-* changes the meaning in the word *dislike*.   + *Suffixes* are meaningful word parts that come at the end of a word.  For example, how the suffix *-less* changes the meaning in the word *useless*.   + *Homophones –* words that have the same pronunciation, but different meanings (*e.g. flu, flew*).   + *Synonyms –* words that have similar meanings, (*e.g. nice/pleasant*).     - Synonyms allows students to discuss shades of meaning, allowing them to build word relationships to determine complex word meanings and develop richer vocabulary (*e.g. eat, consume, gobble, devour*)   + *Antonyms -*words that have opposite meanings (e.g. *attractive/disgusting*).     - Antonyms allow students to discuss degrees of meaning, allowing them to place words in a continuum (*e.g. enormous, large, average, small, tiny*). * Fifth grade students can use their knowledge of word relationships when inferring the meaning of complex words.   + Infer – to make a well-informed guess using surrounding clues, or hints about the meaning of the word. * When students use vocabulary in their speaking and writing, knowledge of the word is solidified. |

## Reading Literary Text

**5.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include poetry, fantasy, humor, mystery, adventure, realistic fiction, historical fiction, and folklore/tall tales, with a focus on fantasy.**

### 5.RL.1 Key Ideas and Plot Details

A. Summarize the story or play, including the overarching theme and lessons learned, and explain how they are developed or conveyed through specific details.

B. Describe plots in stories as a sequence of events that develops the central conflict and resolution, including initiating events, climax, and resolution.

C. Explain how events from the plot cause the character(s) to change or evolve and how the development of character(s) or settings impact the plot.

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| **5.RL.1 Key Ideas and Plot Details** |
| * Understanding a theme enriches students’ comprehension, understanding, and appreciation of literature and also fosters critical thinking and effective communication skills. By fifth grade, students should be familiar with identifying the theme, or the lesson an author intends for the reader to learn (See 3.RL.1.A and 4.RL.1.A). In fifth grade, students will expand on this learning by summarizing the theme of stories and plays. As texts become more complex, students will extend their understanding of theme to recognize that a story could include a single overarching theme and/or multiple lessons learned within smaller embedded plots. * Examining the plot development of a story or drama allows the reader to analyze how the central conflict in a story or drama advances a story, creates suspense, and unfolds events.  By fifth grade, students should be familiar with describing plot as a sequence of events that develops the central conflict and resolution In fifth grade, students may continue to describe plot developments by adding in the following:   + Initiating event- the event that starts the central conflict   + Climax- the event that serves as a turning point in the central conflict * In fifth grade, students will explain how plot and character development impact each other. Students should examine how a character’s words, thoughts, actions, and attributes (traits, motivations, and feelings) change as the conflict develops within a story. Additionally, fifth graders will examine how setting (time and place) impacts plot events. |

### 5.RL.2 Craft and Style

1. Describe how an author develops a character through what characters say, think, do, and how other characters respond.
2. Analyze the author’s use of language (e.g., synonyms, figurative language, sensory words, dialogue, dialect) and their impact on understanding characters, settings, and plot events.
3. Analyze how the characteristics of a poem and the author’s use of patterns of sounds (e.g., rhyme, rhythm, alliteration, consonance) impact meaning.

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| **5.RL.2 Craft and Style** |
| * Examining author’s style allows readers to be able to increase comprehension, gain appreciation of the writer’s craft, and think critically about a text. * In fifth grade, students are learning to explain purposeful choices that an author has made with word choice, imagery, and figurative language to develop characters and advance the plot.   + An author’s word choice is one of the elements that conveys an author’s attitude toward the subject. When analyzing an author’s word choice students should consider the specific words the author uses and how these words convey the author's message.   + When analyzing an author’s use of imagery, students should examine how authors use vivid descriptions that appeal to the five senses and how the imagery affects their understanding of the text. * Fifth graders will expand this understanding to describe how an author includes what characters say, think, and do to show the development of a character throughout a story. Students will begin to consider how characters effect and influence each other’s development. Fifth graders need to understand the development of a character throughout a story is intentionally designed by the author. * By fifth grade, students determine how an author’s use of language (e.g., dialogue, sensory language, dialect) impacts the advancement of plot (See 4.RL.2A). In fifth grade, students will shift to analyzing how conversations between characters (dialogue), descriptive language intended to evoke a sensory response in the reader (which likely effects a character’s traits, motivations, and feelings), and the inclusion of dialects impact characters, settings, and plot events. Fifth graders will further expand their prior learning to include analyzing how an author’s use of synonyms and figurative language impact our understanding of characters, settings, and plot events. * In fifth grade, students will begin analyzing how characteristics of a poem (e.g., form, imagery, structure, and punctuation) and the author’s use of patterns of sounds (e.g., rhyme, rhythm, alliteration, consonance) impact the meaning. Students should understand that authors intentionally include every detail in a poem, some of which convey how a poem is intended to be read/heard. Students should know that these intentional choices have a direct impact on a poem’s meaning and any disruptions or changes could change its intended meaning. * Students should be familiar with identifying the speaker of a poem. In fifth grade students will analyze and interpret patterns of sound in poetry, including rhyme, rhythm, alliteration, and consonance, and analyze the characteristics of a poem and how the author’s use of patterns of sounds impact meaning.   + Rhyme- a pattern of words that contain similar sounds at the end of the line of poetry, e.g. *see* and *tree*.   + Rhythm- the beat of the flow of a poem.   + Alliteration- repetition of the initial consonant sound, e.g *The slippery snake slithered*.   + Consonance- when words share the same consonant sounds, but they come after a different vowel sound, e.g. *dog* and *rig*. |

### 5.RL.3 Integration of Concepts

A. Set a purpose for reading by activating prior (experience) and background (content) knowledge.

B. Compare and contrast the point of view from which different stories are narrated, including the difference between first-and-third-person narratives.

C. Compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events.

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| **5.RL.3 Integration of Concepts** |
| * Fifth grade students should always have a purpose for reading. Students can be provided with a purpose or set a purpose for themselves. Teachers and students should consider prior and background knowledge when setting a reading purpose. When experiencing multiple interactions with a single text, students should recognize how their purpose for reading may change, which impacts their comprehension. * By fifth grade, students have differentiated between first-and-third-person point of view (See 4.RL.2.D). In fifth grade, students will examine how the point of view impacts how the story is told. * When readers compare and contrast similar literary fiction and nonfiction texts with similar topics or themes, they are able to develop a better understanding of each text while building connections between them. It is important for students to examine a variety of genres in order to increase exposure to a variety of techniques, themes, and ideas. As students analyze a variety of texts, they can also gain an appreciation for literary diversity. * As students compare and contrast texts in different forms or genres (e.g., various genres of fiction, drama, poetry, and nonfiction, they should also consider how different genres approach similar themes and topics. |

## Reading Informational Text

**5.RI The student will use textual evidence to demonstrate and build knowledge from a variety of grade level complex informational texts heard or read.**

### 5.RI.1 Key Ideas and Confirming Details

1. Summarize the main idea of texts and specific paragraphs within them, including how they are developed through the details.
2. Summarize events, procedures, ideas, or concepts in historical, scientific, or technical texts, including what happened, how, and why.
3. Describe how an author uses reasons, evidence, and opinions to support points in a text, by identifying (and accurately quoting) which reasons and evidence support which point(s).

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| **5.RI.1 Key Ideas and Confirming Details** |
| * Summarizing a text is an important skill for communicating the most important ideas in an informational text.  Students will need to differentiate main ideas from details, paraphrase those ideas into their own words, and synthesize those ideas into a shorter form.   + Students should justify the main idea by explaining how it is developed within a text, citing the key details that support the main idea. * Identifying and using organizational patterns or text structure (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological) can help students recognize what is most important in a text and lead them to more effective summaries. In fifth grade, students will continue to practice summarizing events, procedures, ideas, or concepts in historical, scientific, or technical texts. In order to summarize texts, students must determine and succinctly articulate (say or write) the most important information. When summarizing fifth grade students will include information explaining what happened, how, and why. * Students in fifth grade have differentiated between facts and opinions used within texts and explained how authors use reasons and evidence (facts) to support points and opinions (See 2.RI.1.C, 3RI.1.C, and 4.RI.1.C). Fifth grade students will expand on this learning to describe how an author uses facts (reasons and evidence) and opinions to support points in a text. * In fifth grade, students will learn how to properly quote information as text evidence. Students will apply this learning when identifying and citing which facts (reasons and evidence) an author used within a text to support which points. |

### 5.RI.2 Craft and Style

1. Describe the overall organization patterns of texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological) and how each successive part builds on earlier sections, using available transitional words and phrases.
2. Examine text features and search tools in multiple print and digital sources to evaluate and gain meaning from the information found.
3. Determine the author’s purpose(s) and describe how the author’s perspective (e.g., beliefs, assumptions, biases) influences the meaning of the text.

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| 5.RI.2 Craft and Style |
| * In fifth grade, students reflect on a text feature an author has included in order to determine its purpose and how it influences the meaning of the text. * Examining the choices an author makes in constructing a text can help a reader determine the author’s purpose. Readers can examine the organizational pattern of the text. The organizational pattern (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological) can affect how a reader understands an idea and/or argument. * Determining an author’s purpose helps a reader to effectively consider the ideas and interpret the meaning and impact of the text the way an author intended.   + In order to analyze an author’s perspective or purpose in a text, students can consider various author’s techniques including claims and supporting evidence, persuasive language, and fact/opinion. Another important skill for students is to examine the writing for evidence of an author’s beliefs, assumptions, and biases in order to determine how they may have influenced the message of the text. |

### 5.RI.3 Integration of Concepts

1. Use prior (experience) and background (content) knowledge as context for new learning.
2. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
3. Explain the relationship or interactions between two or more individuals, events, procedures, ideas, or concepts in a historical, scientific, or technical texts, including what happened and why based on specific information in the text.

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| **5.RI.3 Integration of Concepts** |
| * The purpose of reading informational text is to expand the reader’s knowledge of topics. Fifth grade students integrate the information in a text with their prior knowledge on the topic. * Describing ideas within and between texts allows readers to better understand the content and purpose of each text, and to consider how ideas can be shared in different ways for different purposes and different genres. * Fifth graders will analyze multiple accounts of the same event or topic. Students will include important similarities (comparisons) and differences (contrasts) in the point of view, or perspective, the author presented. Students will recognize how an author’s perspective (i.e., beliefs, assumptions, and biases) impacts the reliability of information presented in an informational text. * In fifth grade, students will continue to describe the connections, or relationships, between a series of historical events, scientific ideas or concepts, or steps in a technical procedure presented in a text using words pertaining to comparisons, cause and effect, and sequence in their descriptions (See 4.RI.3.C). |

## Foundations for Writing

**5.FFW The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.**

### 5.FFW.1 Handwriting

1. Maintain legible printing.
2. Maintain legible cursive.
3. Sign first and last name.

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| **5.FFW.1 Handwriting** |
| * In order for students to be effective writers they must master foundational writing skills such as handwriting. When foundational writing skills are fluent it allows students to focus on communicating their message with their readers. |

### 5.FFW.2 Spelling

1. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to spell accurately.
2. Use phoneme-grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

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| **5.FFW.2 Spelling** |
| * Spelling is an essential component for students’ literary success and supports students’ development in both reading and writing. * Teachers can leverage students' understanding of spelling single syllable words, to spell multisyllable words, along with strategies used to decode multisyllabic words. Teachers can reinforce the reciprocal nature of decoding and encoding by using similar strategies to spell multiple syllabic words. * Syllabication is the division of a multisyllabic word into separate syllables with each syllable containing one vowel sound. * Syllable Types - The first five syllable types are all found in single syllable words.   + Closed syllables end in a consonant or consonant cluster and the vowel sound is short *e.g., bra****g****, ju****mp****,* ***pic\*nic\****   + Open syllables end in asingle vowel and the vowel sound is long *e.g. h****e****, h****i****, b****a****\*b****y***   + Vowel- Consonant-e syllables contain a long-vowel sound spelled with one vowel letter followed by one consonant and a silent e, *e.g. pro****vide\*,*** *tad****pole\****   + R-Controlled syllables contain a letter combination made up of a vowel followed by the letter -r that stands for a unique vowel sound, *e.g.-* ***per\*****fect,* ***snor\*****kel.*   + Vowel Team syllables can contain a short vowel, long vowel, or diphthong sound spelled with a vowel combination*, e.g. can****teen\*****,* ***poi\*****son, com****plain\*****.*   + Consonant-le syllables are a final, separate syllable containing a consonant followed by the letters le*, ap****ple\*****, ta****ble\**** *.  This is the only syllable type that cannot be in single syllable words.* * Students should use their knowledge of affixes when spelling multisyllabic words. Refer to Foundations for Reading 5.FFR.3. * Through careful analysis of phoneme-grapheme correspondences, students are able to recognize and apply known phonics patterns to unknown words. * Irregular words are those that are not readily spelled because they contain a phoneme-grapheme correspondence that is unique to that word of a few words. Some words are permanently irregular such as *people*, *therefore, Wednesday*. Irregular words should still be taught based on phoneme-grapheme correspondences. |

## Writing

**5.W The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.**

### 5.W.1 Modes and Purposes for Writing

A. Write personal or fictional narratives in prose or poetic form that organize the writing around a central problem, conflict, or experience using descriptions or dialogue to develop the experience(s).

B. Write expository texts to examine a topic and convey ideas that develops the focus with relevant facts, concrete details, or examples from multiple sources and are grouped logically.

C. Write persuasive pieces on topics or texts, including media messages, supporting a clear perspective with adequate facts, reasons, and logically grouped information.

D. Write in response to texts read (including summaries, reflections, and descriptions) in which students demonstrate their thinking with details, examples, and other evidence from the text that are logically grouped.

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| **5.W.1 Modes and Purposes for Writing** |
| * Teachers should leverage the reciprocal nature of reading and writing (e.g. reading mentor texts, examining characteristics of exemplars). By writing in response to grade level content and texts, fifth grade students continue to develop writing skills by writing narrative, expository, and persuasive compositions.  This will allow them to develop communication and critical thinking skills while deepening their knowledge of the various types and purposes for writing.   Students should identify different forms of writing based on their distinctive patterns of organization. * Narrative texts are organized in a pattern around a central problem or conflict.   + Students should write narratives that entertain, share a personal experience, or alter an existing story by developing characters, plot and experiences.   + Personal narratives tell a story about events from students’ lives. Fictional narratives tell a story about characters, events or places that are imaginary.   + In fifth grade students need to use dialog to develop a character and/or the plot. * Students write expository texts to examine a concept, focusing on explaining ideas and information.   + Expository texts follow a variety of structures (e.g. compare and contrast, cause and effect, problem and solution, etc.) See 5.RI  to create an organized composition. * In fifth grade students write persuasive texts, including media messages, that attempt to convince readers to adopt a specific viewpoint or take a particular action.  As students develop their persuasive writing skills, they focus on defining clear claims and supporting them with clear reasons and evidence in a logical sequence. * Students should also write in response to text to demonstrate their comprehension.  Students should use the text as evidence for their thinking. |

### 5.W.2 Organization and Composition

A. Engage in writing as a process to compose well-developed paragraphs. This includes:

i. Introducing a clear topic sentence and logically organizing ideas and factual evidence to support the position in persuasive writing.

ii. Developing, selecting, and organizing ideas relevant to topic, purpose, and genre using precise language and descriptive language and tone-specific vocabulary to enhance the central idea, tone, and voice.

iv. Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.

v. Providing a concluding statement or section.

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| **5.W.2 Organization and Composition** |
| * Students learn to generate and organize ideas using the writing process (e.g., planning, drafting, revising, editing). Students need to be given a variety of opportunities to plan (e.g., outline, brainstorm), draft (e.g., compose a written first draft anticipating mistakes and corrections), revise (e.g., add, remove, or rearrange ideas), and edit (e.g., proofread for grammar, punctuation, and spelling). * In fifth grade, students should generate ideas, organize, write, and refine multi-paragraph texts, with a focus on elaboration and unity. Students should compose a clear topic sentence that focuses their topic by expressing the purpose of the text and establishing a central idea.  Students should maintain an organized structure that incorporates evidence and that fits the form and topic. Students should elaborate clearly and support ideas with relevant facts, definitions, details, quotations, and examples. * By fifth grade, students have used transition words to vary sentence structure and link sentences (see 4.W.2) In fifth grade, students should use transition words and prepositional phrases to link one paragraph to another. * By fifth grade, students should include a concluding statement or conclusion paragraph that enhances the central idea by summarizing main points and adding closure for the reader. |

### 5.W.3 Usage and Mechanics

A. With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and precise word choice.

B. Self-and-peer-edit the writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade-level expectations).

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| **5.W.3 Usage and Mechanics** |
| * Fifth grade students will continue (See 3.W.3.A and 4.W.3.A) to use guidance from peers and adults to support them in revising their writing. Students will focus on the following:   + Word choice is the specific selection of words and phrases in writing that helps to convey a specific message and/or tone.   + Sentence fluency is the way that words and phrases flow together cohesively. Students should expand, combine, and reduce sentences for meaning, audience, and style (see 5.LU.1) * In fifth grade, students should have opportunities to self-and-peer edit writing, by finding and correcting errors in capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English. |

## Language Usage

**5.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.**

### 5.LU.1 Grammar

1. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
2. Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing.
3. Use interjections, prepositional phrases, and coordinating and subordinating conjunctions in writing to join words and phrases in a sentence.
4. Recognize and correct inappropriate shifts in verb tense and number in writing.
5. Use standard subject-verb agreement when speaking and writing.

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| **5.LU.1 Grammar** |
| * In fifth grade, students must use the conventions of Standard English when speaking and writing. This includes recognizing when to use formal English and when informal discourse may be more appropriate. These concepts are essential to speaking and writing effectively as students improve clarity and sophistication of communication. * By fifth grade, students should have a firm grasp on writing complete simple and compound sentences (See 2.LU.1.A). * In fifth grade, students should expand, combine, and reduce sentences with the goal of communicating more clearly and keeping readers engaged by adding variety.   + A simple sentence contains a single independent clause.   + A compound sentence contains more than one independent clause joined by a coordinating conjunction and a comma. * Fifth grade students will use adverbs that express time, frequency, degree, and level of certainty. Using adverbs to modify verbs, adjectives, and other adverbs allows students to be more precise and detailed when speaking and writing. * By fifth grade, students have expanded their understanding of sentence structures to include the use of prepositional phrases (4.LU.1.A) and using coordinating and subordinating conjunctions with writing sentences (4.LU.1.B). In fifth grade, students will include the use of interjections in their writing.   + Interjections are words that express emotion and are used to add emphasis or effect. They can be removed without changing the meaning of a sentence. As students are using interjections in their writing, they will need to make sure they properly punctuate interjections with the use of an exclamation point, comma, or period, and understand that how an interjection is punctuation impacts how much emotion is intended to be expressed. * By fifth grade, students will have a firm understanding of using proper verb tense with regular and irregular verbs (See 1.LU.1.F, 2.LU.1.E, and 3.LU.1.D) and have knowledge of how to use modal words (See 4.LU.1.D) In fifth grade, students will recognize and correct shifts in verb tense. * Using phrases and clauses within a sentence effectively allows a writer/speaker to create variety and build interest while writing and speaking.  As students create sentences using phrases and clauses, they must ensure that they are placing them strategically in order to enhance meaning and eliminate confusion.  Students also need to make sure they are applying subject-verb agreement, especially when a phrase or clause intervenes, or comes between, the subject and the verb. |

### 5.LU.2 Mechanics

1. Use commas correctly in compound sentences.
2. Use colons to separate hours and minutes and to introduce a list.
3. Use a hyphen to divide words at the end of a line in writing.
4. Use spelling patterns and generalizations (e.g., word families, syllable patterns, ending rules) when pronouncing and writing words.
5. Consult reference materials to check and correct spelling.

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| **5.LU.2 Mechanics** |
| * Constructing complete sentences with appropriate punctuation allows students to maintain clarity and comprehension of their intended message. * By fifth grade students should correctly use commas in a series, dates, addresses and in letters. (See 3.LU.2.A and 4.LU.2.A). In fifth grade, students should use commas and ending punctuation to create simple, and compound. * In fifth grade, students will begin using colons when writing the time to separate the hours and minutes and when introducing a list. * Fifth grade students will use a hyphen to divide words at the end of a line in a text when writing by hand. * In fifth grade, students should consistently spell frequently used words correctly (See 4.WF.2) in order to enhance their writing and eliminate misunderstandings. * Students may consult digital and print reference materials (e.g., dictionary, thesaurus, etc.) to check and/or correct their spelling. Correctly spelling words is important for writing because it allows for accuracy and supports students’ communicating their ideas. |

## Communication and Multimodal Literacies

**5.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.**

### 5.C.1 Communication, Listening, and Collaboration

1. Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:
   1. Listening actively and speaking using agreed-upon discussion rules.
   2. Respectfully demonstrating agreement or disagreement with others’ ideas.
   3. Asking and answering relevant questions to build on others’ ideas, clarify ideas, and acquire or confirm information.
   4. Summarizing the main ideas being discussed, using evidence, examples, and details to support opinions and conclusions.
2. Share responsibility for the learning based on assigned roles and/or task expectations.

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| **5.C.1 Communication, Listening, and Collaboration** |
| * Effective oral communication and collaborative skills are important in building a community of learners that are able to process, understand, and interpret subject matter as a group. In fifth grade, students should continue to develop oral communication and collaboration skills as they work within their community of learners, processing, understanding, and interpreting content. This type of collaborative work will foster important skills needed for teamwork, critical thinking, and collective problem-solving. This means students should regularly engage in sustained collaborative discussions with peers about grade level texts and topics. * When discussions follow clear guidelines that are agreed upon by the group, all students can contribute comfortably and know that their ideas will be heard as they work toward meeting the goals of the conversation. Students should listen actively through both verbal and nonverbal communication, including paying attention, contributing ideas, and showing respect. * When students participate in respectful discussions and collaborative work, they listen to each other with the intent to understand, show value for other students’ ideas, and ask questions to clarify meaning. Students should be able to paraphrase and summarize ideas being discussed and support those ideas with evidence, examples, and details. * This will ensure that students maintain focus on the topic and encourage depth of conversation and analysis. Students can communicate agreement and tactful disagreement with ideas, using carefully constructed responses. * Students will learn to communicate agreement and disagreement respectfully, as it allows them to explore alternative viewpoints and encourages continued contributions, and builds understanding. |

### 5.C.2 Speaking and Presentation of Ideas

1. Report orally on a topic or text or present an opinion in an organized manner. This includes:
   1. Using content specific vocabulary, appropriate facts and relevant descriptive details to support themes or central ideas.
   2. Demonstrating appropriate speaking techniques (e.g., adequate volume and clear pronunciation) suitable to the audience, purpose, and situations.
   3. Using facial expressions and gestures to support, accentuate, or dramatize the message during oral presentations.
   4. Demonstrating awareness of and sensitivity to the appropriate use of words (e.g., avoiding stereotypes, multiple meanings of words).
   5. Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathering responses, and movement).

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| **5.C.2 Speaking and Presentation of Ideas** |
| * Effective speaking and the presentation of ideas are skills that are paramount in enabling a person to communicate successfully.  In fifth grade, students should report orally on a topic. * In order to clearly communicate information, students should present in an organized and concise manner, providing evidence to support their main ideas. Being able to communicate information clearly and logically allows students to ensure that their audience is engaged and understands their presentation. * In order to select vocabulary, language and style that is appropriate, students should consider the audience, topic and purpose of oral presentations. Selecting appropriate language ensures effective communication and enhances audience engagement. * Students should use verbal communications, such as appropriate volume, tone, and enunciation to support their presentation. Attention to verbal communication will ensure that a student’s message is heard clearly by the audience, increasing understanding and engagement. |

### 5.C.3 Integrating Multimodal Literacies

1. Select, organize, and create engaging presentations that include multimedia components and visual displays.
2. Strategically use two or more interdependent modes of communication to convey the intended message and enhance the development of main ideas or themes.

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| **5.C.3 Integrating Multimodal Literacies** |
| * Integrating multimodal literaciesinvolves flexibility in the way information is received and helps explain information using different methods of communication. In fifth grade, students continue (see 4.C.3) selecting, organizing, and creating presentations that include multimedia components and visual displays.  Students should use their media and visual literacy skills to create multimodal content that clearly communicates the purpose of the presentation, using two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language). * By creating organized, engaging multimodal presentations, students are able to practice creative and critical thinking skills and offer flexibility in presentation style, while also increasing audience engagement and comprehension of their topic and purpose. * When crafting media messages, students should consider the goals and objectives of the overall message and how best to deliver the message to a specific audience.  Crafting messages that target a specific audience ensures that the presentation’s content is relevant and engaging. |

### 5.C.4 Examining Media Messages

1. Deconstruct various types of media to identify the characteristics and determine the effectiveness of the intended messages.
2. Identify the purpose, intended audience, and credibility of information (e.g., auditory, visual, and written media messages) being presented.
3. Compare and contrast techniques used in a variety of media messages (e.g., animation, famous images and words, music and sound, photo-editing).

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| **5.C.4 Examining Media Messages** |
| * Examining media messages encourages critical thinking, promotes knowledge of media literacy and cultivates careful scrutiny of media misinformation. * As students enhance their communication skills, they should also examine media messages in a variety of formats in order to understand how they are constructed and to analyze their effectiveness.   + In interpreting the information in media, students should be able to explain how individual details work together to create a message about the topic.   + As students develop the ability to interpret information in media, they will become more strategic, active consumers of information. * When deconstructing types of media students should consider who created the message (author), who is meant to receive the message (audience), how the author created the message (technique), what are the main ideas being communicated (purpose), and how effectively the author achieved the intended purpose. * In fifth grade, students should explain the characteristics and analyze the effectiveness of a variety of media messages.   + Students should be able to explain how media messages are intentionally created to target a specific audience by deconstructing them, considering various elements of media literacy (e.g., authorship, format, audience, content, purpose).   + Students can determine the effectiveness of a message by considering the results and overall impact the message would have on the target audience, including how it may or may not influence thoughts, decisions, and actions.   + Examining media helps students to critically evaluate information they encounter and make informed decisions. |

## Research

**5.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-five content and texts, solve problems, and support cross-curricular learning.**

### 5.R.1 Evaluation and Synthesis of Information

1. Formulate questions that help narrow the topic and revise questions as needed based on research.
2. Identify search terms to locate information and gather relevant information from various print and digital sources to address the research.
3. Organize and synthesize information from the print and digital resources, evaluating their relevance, reliability, and credibility.
4. Develop notes that include important concepts, summaries, and identification of information sources.
5. Organize and share information orally, in writing, or through visual display.
6. Avoid plagiarism and give proper credit by providing citations whenever using another person’s media, facts, ideas, graphics, music, and direct quotations.

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| **5.R.1 Evaluation and Synthesis of Information** |
| * In fifth grade, students should conduct research, and read a series of conceptually related texts on a topic, allowing them to build background knowledge on grade level content and texts, solve problems, and support cross-curricular learning.  Students need to be able to develop and revise research questions, evaluate sources and gather information, organize and synthesize information, cite sources, and demonstrate ethical use of all sources. * By fifth grade, students should be able to construct and formulate research questions. In fifth grade student will develop questions to help narrow a topic and revise them when needed.  When students craft effective research questions, they are more able to focus their research and to determine the success of their information gathering, refocusing when needed. * Students should be able to use search terms effectively as they collect information from multiple print and digital sources.  They should also evaluate each source for relevance, usefulness, validity, and credibility as they gather and synthesize information. When students consider a larger variety of sources and gauge the quality of information provided, they are able to determine which information will help them develop their projects. * By fifth grade, students should be able to develop notes that include important concepts, summaries, and identification of sources (4.R.1.D).  In fifth grade, students will develop notes that focus on important concepts, including summaries, quotations, and paraphrased research. * As students organize and share their findings, they learn to effectively present their research in various formats (e.g., multimodal presentations, reports, informal discussions). Being able to clearly present ideas and findings is a communication skill necessary for different academic and personal endeavors. * Fifth grade students should avoid plagiarism by giving credit for paraphrased or quoted information using standard citations (e.g., author, article, title, webpage, and publication date). * Citing sources properly allows students to give credit to the author(s), adds strength and authority to their own work and allows for further investigation of cited sources. * To demonstrate ethical use of sources, including the Internet, Artificial Intelligence (AI), and new technologies, students should respect copyright laws and intellectual property rights. This means students demonstrate honesty, integrity, and respect throughout the research process. |