

Frankfort School District 157c
English Language Arts Curricular Expectations
Grade: 5

• **Skills students should know and be able to do by the end of 5th grade**

Reading Foundation	Reading for Literature	Reading for Information	Writing	Speaking and Listening	Language
<ul style="list-style-type: none"> • Know and apply phonics and word analysis skills in decoding words • Use knowledge of letter sounds, syllabication, patterns, morphology to read multisyllabic words in and out of context • Read with accuracy and fluency to support comprehension • Read text with purpose and understanding • Read prose and poetry orally with accuracy, appropriate rate, and expression • Use context to confirm or self-correct word recognition and understanding • Engage effectively in a range of collaborative discussions on grade level topic building on others' ideas and expression their own clearly. 	<ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences • Determine theme in various text, how characters respond to challenges and how the speaker in a poem reflects on topic; summarize text • Use specific details to compare and contrast 2 or more characters, setting, or events in a story • Determine the meaning of words and phrases used in a text including figurative language • Describe how a narrator or speakers point of view influences how events are described • Compare and contrast stories in the same genre according to similar themes and topics • Describe how a narrator or speakers point of view influences how events are described • Analyze how visual and multimedia elements contribute to meaning, tone, and beauty of text • Read and comprehend literature at the high end of grades 4-5 text complexity independently and proficiently 	<ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences. • Determine the meaning of general academic and domain-specific words and phrases in text relevant to a topic or subject area. • Compare and contrast the overall structure (chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. • Integrate information from several texts on the same topic in order to write or speak about the subject. • Determine two or more main ideas and their supporting details to summarize text. • Explain relationships between two or more individuals, events, ideas, or concepts in historical, scientific, or technical text based on specific information in the text. • Draw on information from multiple print or digital sources to locate an answer to a question or solve a problem. • Integrate information from several texts on the same topic in order to write or speak about the subject. • Independently read and comprehend informational texts at the high end of the grades 4-5 complexity band • Explain how an author uses reasons and evidence to support a particular point • Analyze multiple accounts of the same event or topic, noting important similarities and differences in point of view. • Explain how an author uses reasons and evidence to support a particular point. 	<ul style="list-style-type: none"> • Write opinion pieces supporting a point of view with reasons and information. • Introduce a topic or text clearly to support the writer's purpose. • 1b. Provide logically ordered reasons that are supported by facts and details. • Link opinion and reasons using words, phrases, and clauses. • Provide a concluding statement or section related to the opinion presented. • Produce clear and coherent writing appropriate to a task, purpose, and audience. • Plan, revise, edit, or try a new approach with guidance and support from adults and peers. • Use technology to produce and publish writing with guidance and support from adults. • Demonstrate sufficient command of keyboarding skills... • Conduct short research products to investigate different aspects of a topic. • Draw evidence from texts to support analysis, reflection, and research. • Use text support to compare and contrast characters, settings, or events. • Use informational text to explain how an author uses reasons and evidence to support points in a text. • Write routinely over extended time frames and shorter time frames for various purposes and audiences. • Write informative/explanatory texts to convey ideas. • Introduce a topic clearly and group related information logically. • Develop the topic with information and examples related to the topic. • Link ideas within and across categories of information using 	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions on grade level topic building on others' ideas and expressing their own clearly. • Come prepared to discuss preread materials and draw on that information in addition to prior knowledge to explore ideas under discussion • Follow agreed upon rules for discussion and carry out assigned roles • Ask and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others • Review the key ideas expressed and draw conclusions from information and knowledge gained from the discussion. 2. Summarize a written text, read aloud, or information presented in diverse media and formats, visually, quantitatively, and orally, • While reporting on a topic, text, or presenting an opinion, speak clearly, sequence ideas logically, and use appropriate facts relevant, descriptive detail to support main ideas or themes. • Include multimedia components and visual displays in presentations when they enhance the main idea or theme 6. Adapt speech to a variety of contexts and tasks(using formal English and appropriate to task and situation • Adapt speech to a variety of contexts and tasks(using formal English and appropriate to task and situation • Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence 	<ul style="list-style-type: none"> • Form and use perfect verb tenses • Demonstrate command English Capitalization, punctuation, and spelling when writing. • Use punctuation to separate items in a series • Spell grade appropriate words correctly, consulting references as needed. • Use knowledge of language and its conventions when writing, speaking, reading or listening. • Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibility from a range of strategies. • Use context as a clue to meaning of a word or phrase. • Consult reference materials both print and digital to find pronunciation and determine meaning of key words and phrases. • Interpret figurative language in context. • Interpret figurative language in context. • Use the relationship between particular words, (synonyms, antonyms, and homographs) to better understand each word. • Demonstrate Command of the conventions of standard English grammar and usage when writing or speaking • Explain the function of conjunctions, prepositions and interjections and their function in particular sentences. • Use Verb tenses to convey various times sequences, states and conditions • Recognize and correct inappropriate shifts in verb

			<p>words, phrases, and clauses.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented. • Write narratives to develop experiences or events using effective technique, details, and clear event sequences. • Orient the reader by establishing a situation and introducing a narrator and/or characters. • Use narrative techniques to develop experiences and events or show the responses of character to situations. • Use a variety of transitional words, phrases, and clauses, to manage the sequence of events. • Use concrete words or phrases and sensory details to convey experiences and events precisely. • Provide a conclusion that follows from the narrated experiences or events. • Recall relevant information from experiences or relevant information from print and digital sources. • Summarize or paraphrase information and provide a list of sources. • Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. 		<p>tenses</p> <ul style="list-style-type: none"> • Use correlative conjunctions • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. • Compare and contrast the varieties of English, used in stories, dramas, or poems • Use a comma to separate an introductory element from the rest of the sentence. • Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and indicate direct address. • Use underlining, quotation marks, or italics to indicate titles of works. 3. Use knowledge of language and its conventions when writing, speaking, reading or listening. • Acquire and use accurately grade appropriate general academic and domain specific words and phrases appropriate general academic and domain specific words and phrases including ones that signal contrast, addition, and other logical relationships.
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