

# PARENT GUIDE

## GRADE FIVE ENGLISH LANGUAGE ARTS CURRICULUM

### DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade Five.

As parents, you are encouraged to support the work of your child’s teacher in helping your child acquire each of these skills.

<b>CAPACITIES OF THE LITERATE INDIVIDUAL</b>	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
<b>LANGUAGE</b>	
<b>CONVENTIONS OF STANDARD ENGLISH</b>	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
	Use verb tense to convey various times, sequences, states, and conditions.
	Recognize and correct inappropriate shifts in verb tense.
	Use correlative conjunctions (e.g., either/or, neither/nor).
	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
	Form and use prepositional phrases.
	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
	Correctly use frequently confused words (e.g., to, too, two; there, their).*
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Use punctuation to separate items in a series.
	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 (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).
	Use underlining, quotation marks, or italics to indicate titles of works.
	Spell grade-appropriate words correctly, consulting references as needed.
<b>KNOWLEDGE OF LANGUAGE</b>	
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

<b>VOCABULARY ACQUISITION AND USE</b>	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Interpret figurative language, including similes and metaphors, in context.
	Recognize and explain the meaning of common idioms, adages, and proverbs.
	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
<b>WRITING</b>	
<b>TEXT TYPES AND PURPOSES</b>	
	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
	Provide logically ordered reasons that are supported by facts and details.
	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
	Provide a concluding statement or section related to the opinion presented.
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
	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 real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
	Use concrete words and phrases and sensory details to convey experiences and events precisely.
	Provide a conclusion that follows from the narrated experiences or events.
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

<b>PRODUCTION AND DISTRIBUTION OF WRITING CONTINUED</b>	
	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)
	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	
	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Apply grade 5 Reading standards to literature.
	Apply grade 5 Reading standards to informational texts.
<b>RANGE OF WRITING</b>	
	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>SPEAKING AND LISTENING</b>	
<b>COMPREHENSION AND COLLABORATION</b>	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
	Follow agreed-upon rules for discussions and carry out assigned roles.
	Pose 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 in light of information and knowledge gained from the discussions.
	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>	
	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)