

Jackson Area Catholic Schools

Language Arts Academic Standards for Fifth Grade

Reading

Word Recognition and Word Study

Word Recognition

- R.WS.05.01** The student will explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
- R.WS.05.02** The student will use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
- R.WS.05.03** The student will automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.05.04** The student will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.05.05** The student will acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.

Fluency

- R.WS.05.06** The student will fluently read beginning grade-level text and increasingly demanding text as the year proceeds.

Vocabulary

- R.WS.05.07** The student will in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.

Narrative Text

- R.NT.05.01** The student will analyze how characters and communities reflect life (in positive and negative ways) in classic, multicultural, and contemporary literature recognized for quality and literary merit.
- R.NT.05.02** The student will analyze the structure, elements, style, and purpose of narrative genre including historical fiction, tall tales, science fiction, fantasy, and mystery.
- R.NT.05.03** The student will analyze how characters' traits and setting define plot, climax, the role of dialogue, and how problems are resolved.
- R.NT.05.04** The student will explain how authors use literary devices including exaggeration and metaphors to develop characters, themes, plot, and functions of heroes, anti-heroes, and narrators.
- R.NT.05.05** The student will identify author's/ illustrator's purpose and voice: serious, humorous, persuasive, and informational.

Informal Text

- R.IT.05.01** The student will analyze the structure, elements, features, style, and purpose of informational genre including advertising, experiments, editorials, and atlases.
- R.IT.05.02** The student will identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.
- R.IT.05.03** The student will explain how authors use text features including timelines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance the understanding of key and supporting ideas.

Comprehension

- R.CM.05.01** The student will connect personal knowledge, experience, and understanding of the world to themes and perspectives in text through oral and written responses.
- R.CM.05.02** The student will retell and summarize grade-level appropriate narrative and informational text.
- R.CM.05.03** The student will analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Reading (Comprehension) Cont.

R.CM.05.04 The student will apply significant knowledge from grade-level science, social studies, and mathematics texts.

R.CM.05.05 The student will make inferences, predict, sequence information, evaluate generalizations, distinguish between fact and opinion, understand cause and effect, and recognize important and unimportant information.

Metacognition

R.MT.05.01 The student will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

R.MT.05.02 The student will plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unfamiliar words); select an appropriate text type from known genre for particular writing purposes; and use theory/evidence, cause/effect, and persuasive organizational patterns.

Critical Standards

R.CS.05.01 The student will develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.

Reading Attitude

R.AT.05.01 The student will be enthusiastic about reading and do substantial reading and writing on their own.

R.AT.05.02 The student will develop and demonstrate a Catholic/Christian philosophy through summary and discussion of literature.

Writing

Writing Genre

- W.GN.05.01** The student will write a cohesive narrative piece such as a mystery, tall tale, or historical fiction using time period and setting to enhance the plot; demonstrating roles and functions of heroes, anti-heroes, and narrator; and depicting conflicts and resolutions.
- W.GN.05.02** The student will write poetry based on reading a wide variety of grade-appropriate poetry.
- W.GN.05.03** The student will write a position piece that demonstrates understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings.
- W.GN.05.04** The student will use the writing process to produce and present a research project; use a variety of resources to gather and organize relevant information into central ideas and supporting details for a teacher-approved narrowed focus question and hypothesis.
- W.GN.05.05** The student will use the appropriate format for writing paragraphs, letters, reports, interviews, fantasy stories, tall tales, and poetry.

Writing Process

- W.PR.05.01** The student will set a purpose, consider audience, and replicate author's styles and patterns, when writing narratives or informational text.
- W.PR.05.02** The student will apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast).
- W.PR.05.03** The student will draft focused ideas using linguistic structures and textual features needed to clearly communicate information composing coherent, mechanically sound paragraphs when writing compositions.
- W.PR.05.04** The student will revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve organization and flow of ideas (e.g., position/evidence organizational pattern, craft such as titles, leads, endings, and powerful verbs).

Writing (Writing Process) Cont.

W.PR.05.05 The student will independently and collaboratively edit and proof read writing using grade-level checklists.

Personal Style

W.PS.05.01 The student will exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

Grammar and Usage

W.GR.05.01 The student will identify and use in writing nouns: kinds, number and gender, nominative cases, direct address, objective cases, and possessive forms.

W.GR.05.02 The student will identify and use in writing pronouns: personal, kinds and use, nominative and objective cases.

W.GR.05.03 The student will identify and use in writing verbs: action, being, linking, phrases, simple tenses, regular/irregular, agreement with subject, and transitive and intransitive.

W.GR.05.04 The student will identify and use in writing adjectives: descriptive, limiting, comparing, and position.

W.GR.05.05 The student will identify and use in writing adverbs: kinds and comparisons.

W.GR.05.06 The student will identify and use in writing prepositions (adjectival and adverbial phrases), conjunctions, and interjections.

W.GR.05.07 The student will identify and use in writing the period, the comma, the apostrophe, exclamation mark, quotation marks, and capital letters.

W.GR.05.08 The student will use correct sentence structure: subject/predicate, complete sentence, compound elements (subjects, predicates direct objects), and natural and inverted order in sentences.

W.GR.05.09 The student will identify and use sentence types: declarative, interrogative, imperative, and exclamatory.

Spelling

- W.SP.05.01** The student will in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).
- W.SP.05.02** The student will correctly spell words independently in written work/spelling tests and correctly use content related vocabulary words.
- W.SP.05.03** The student will spell frequently encountered words correctly. For less frequently encountered words, students will use structural cues.

Handwriting

- W.HW.05.01** The student will complete designated work in cursive.
- W.HW.05.02** The student will use correct letter formation including size, shape, slant, spacing, and neatness.

Writing Attitude

- W.AT.05.01** The student will be enthusiastic about writing and learning to write.
- W.AT.05.02** The student will demonstrate through writing an understanding of their Catholic/Christian faith in relation to literature read and/or other given topics.

Speaking

Conventions

- S.CN.05.01** The student will use common grammatical structures correctly when speaking including irregular verbs to express more complex ideas.
- S.CN.05.02** The student will adjust their use of language to communicate effectively with a variety of audiences and for different purposes including research, explanations, and persuasion.
- S.CN.05.03** The student will speak effectively using varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning in narrative and informational presentations.
- S.CN.05.04** The student will present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)
- S.CN.05.05** The student will be aware that language differs from early American history to current day America as a function of linguistic and cultural group membership.
- S.CN.05.06** The student will research and deliver a presentation on an informational and/or creative topic
- S.CN.05.07** The student will respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers.
- S.CN.05.08** The student will recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions.
- S.CN.05.09** The student will use appropriate body language and posture.

Discourse

- S.DS.05.01** The student will engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
- S.DS.05.02** The student will discuss narratives (e.g., mystery, historical fiction, tall tales, science fiction), conveying the story grammar (e.g., traits of characters, relationship between setting and climax/anticlimax), while varying voice modulation, volume, and pace of speech to emphasize meaning.
- S.DS.05.03** The student will respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose.
- S.DS.05.04** The student will plan and deliver persuasive presentations or reports using an informational organizational pattern for a specific purpose (e.g., to persuade, describe, inform) that conveys and supports the point they want to make, while varying voice modulation, volume, and pace of speech to emphasize meaning.

Listening and Viewing

Conventions

- L.CN.05.01** The student will ask substantive questions based on the argument(s) presented by a speaker when listening to or viewing a variety of presentations.
- L.CN.05.02** The student will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.
- L.CN.05.03** The student will listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations.
- L.CN.05.04** The student will recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, entertaining versus informative, different interpretations or perspectives of an action or event) in focusing attention on events and shaping opinions.
- L.CN.05.05** The students will tune out distracting sounds and will hear whole thoughts.
- LCN.05.06** The student will listen to and take directions, assignments, details and notes.

Response

- L.RP.05.01** The student will listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.
- L.RP.05.02** The student will select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- L.RP.05.03** The student will respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding without major misconceptions.
- L.RP.05.04** The student will combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then paraphrasing in writing).
- L.RP.05.05** The student will go beyond the information given by a speaker, making inferences and drawing appropriate conclusions.

Listening (Response) Cont.

- L.RP.05.06** The student will listen to auditory text and employ multiple strategies to construct meaning.
- L.RP.06.07** The student will be able to summarize, predict, generate questions, distinguish between fact and fiction, and discuss with peers.
- L.RP.05.08** The student will deduce propaganda, select misleading statements, and appraise information.

Research

Strategies

- RS.S.05.01** The student will research issues using multiple and varied resources to discriminate importance and synthesize key ideas.
- RS.S.05.02** The student will identify and use the characteristics of various informational genres (e.g., periodicals, encyclopedia, dictionary, thesaurus, atlas, almanac and the Internet).
- RS.S.05.03** The student will be introduced to available technology.