Enfield Public Schools
Language Arts– Grade 5

REVIEW PREVIOUS GRADE LEVEL LEARNER OUTCOMES AND SAMPLE INDICATORS/ASSESSMENTS

LEARNER OUTCOMES	SAMPLE INDICATORS/ASSESSMENTS
The student will know how to:	**The student will be able to:**
Reading **Vocabulary** 1. Use phonetic, structural, syntactical and contextual clues to read, write and understand words. 2. Recognize and use grade appropriate vocabulary.	• Use prior knowledge, context clues and graphic features to predict, clarify, and/or expand word meanings and concepts. • Use structural analysis to understand new words and concepts. • Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech. • Recognize multiple meanings of words. • Use content vocabulary (*math, music, art, science, social studies, etc.*) appropriately and accurately. • Use analogies. • Develop a high frequency word vocabulary list from literary and content area texts.
Reading Strategies 3. Use metacognitive strategies before, during and after reading in order to construct meaning and enhance responses.	**Before** • Use pre-reading activities to activate prior knowledge and establish purpose, (e.g., *Direct Reading/Thinking Activity, KWL chart, Anticipation Guide, response notebooks).* • Examine the text before reading and make predictions. **During** • Evaluate predictions and adjust as necessary.

	• Synthesize using multiple strategies/multiple sources for new insight, (e.g., *Visualizing, Think-Aloud and Question-Answer Relationship).* • Determine the importance of ideas (*main ideas, details and themes*) in text. • Use cueing system and context clues to determine meanings of words. • Make inferences based on implicit and explicit information in the text; provide justification for those inferences. • Summarize information to maintain focus and monitor comprehension. • Reread to clarify. **After** • Identify recurring themes in literature, including books by the same author,(e.g., *friendship, conflict).* • Use knowledge of the situation, characters' actions, motivations, feelings, and physical attributes to determine characters' traits. • Discuss and analyze how characters in text deal with conflicts of human experience, relating to real life situations. • Summarize the major actions that define the plot and how actions lead to conflict or resolution. • Explain the influence of setting on character and plot. • Identify the narrator and explain which point of view is used in the text. • Explain how a story would change if a different character narrated it.
Comprehension 4. Construct meaning from text using comprehension strands. **Forming a General Understanding (CMT Strand A)** The reader will demonstrate understanding of the text's general content.	• Determine the main idea or theme (non-fiction/fiction) using evidence from the text. • Explain why the author and/or illustrator chose this title and determine additional titles. • Retell the main events and identify characters, settings, problems (*conflicts),* solutions (*resolutions*) and details. • Identify the narrator and explain which point of view is used in the text.

	• Identify details from text that support main idea or topic.
	• Identify recurring themes in literature, including books by the same author, (*e.g., friendship, conflict*).
	• Select and use relevant information from the text in order to summarize events and/or ideas in the text (*fiction/nonfiction and poetry*).
	• Identify the characteristics of an effective summary.
	• Select, paraphrase and use relevant information from text to summarize orally and in writing.
	• Identify an appropriate summary of a fiction or nonfiction text.
	• Identify or infer important characters, settings, problems, events, relationships, and details.
	• Explain the influence of setting on character and plot.
	• Explain how a story would change if a different character narrated it.
	• Predict and confirm outcomes prior to reading and throughout the text.
	• Generate and respond to questions before, during and after reading (*QAR-Question Answer Relationships).*
	• Label questions
	- "right there" (*literal*)
	- "think and search" (*inferential*)
	- "author and you" (*critical/interpretive*)
	- "on my own" (*critical/interpretive*)
	• Apply context clues in completing cloze or DRP activities.
	• Use context clues to determine meanings of unknown or multiple meaning words.
Developing an Interpretation (CMT Strand B) The reader will interpret and/or explain the text.	• Use graphic organizers BME, KWL with emphasis on Venn Diagram, Herringbone, Bubble Organizer (*expository*), "Somebody Wanted But So" with emphasis on Cause/Effect T-chart and problem/solution in a story map.
	• Follow multi-step directions in a procedural text and explain and/or follow the process.
	• Draw conclusions about author's

	purpose for including or omitting details in text.
	• Use evidence from the text to draw and/or support a conclusion.
	• Explain the characteristics of various genres.
	• Explain the differences between a variety of genre (*fiction, nonfiction: realistic fiction, fantasy, poetry, informational selections, fables, folk tales, tall tales, fairy tales with emphasis on historical fiction and biography*).
	• Determine the difference between fact and opinion.
	• Recognize and show the relationship between cause and effect.
	• Identify or infer the author's use of structure/organizational patterns: sequence, compare/contrast, problem/solution, cause and effect, main idea, and supporting details.
	• Compare and contrast ideas, themes, and/or issues across texts, and across texts representing multicultural experiences.
	• Compare and contrast the same conflict from the point of view of two different characters.
	• Explain how specific text features help you understand a selection, (e.g., *how a chapter heading helps you think about the chapter, how boldface or italics signals a new term that can be found in the glossary*).
	• Explain similarities and differences within and among multiple cultures or historical periods,(e.g., *marriage customs or family vs. community responsibilities*).
	• Explain how personal beliefs and values influence the interpretation of text.
	• Find similarities and differences within and between texts using text-based evidence (e.g., *character's point of view in poetry and narrative; the author's feelings and the poet's feelings; cultural perspectives in a magazine article and an editorial*).

Making Reader/Text Connections (CMT Strand C) The reader will connect or associate the text with one's own life.	• Connect through discussion the text and outside experiences and/or prior knowledge. • Take a position regarding a topic/issue. • Evaluate the quality and value of text. • Connect current issues, information from other texts, and personal experiences to characters, events, and information. • Make text to self connections. • Make text to text connections. • Make text to world connections. • Connect to the text by writing a personal response.
Examine the Content and Structure (CMT Strand D) The reader will elaborate on the text and make judgments about the text's quality and themes.	• Analyze and evaluate the author's craft with focus on literary devices: humor, imagery, and use of interesting words (*word choice*), personification, simile, onomatopoeia, point of view, metaphor, style, flashback and tone (*narratives only).* • Understand how the author's experience and beliefs influence text. • Recognize author's perspective, (e.g., *opinion about an idea, stand on an issue, perspective on a topic, and cite supporting literary/narrative text details or information text facts).* • Understand the social and cultural perspective from which the author writes and how that contributes to the text. • Recognize the author's message/theme. • Select and/or use relevant information within a text to extend or evaluate the work(s). • Draw conclusions about the author's purpose (*to inform, to entertain, to persuade and to describe).* • Examine and determine the validity of sources of information. • Explain how information in a text could be used to solve a problem and cite text-based examples, (e.g., *use information from an article about when fruits and vegetables are in season to*

	save money at the grocery store).
Fluency *5.* Develop reading fluency (*ability to read a text accurately, quickly, and with expression*).	• Reread independent level text orally (*choral reading, poetry, Reader's Theater, plays*) with accuracy, expression, appropriate phrasing and pacing. • Read with increasing fluency and expression. • Adjust reading rate to match text complexity, type of text, and purpose for reading, (*e.g., skimming for facts, scanning for key words, and close/careful reading for understanding new or complex ideas*).
Reading/Reflection/Behaviors 6. Demonstrate appropriate reflections and behaviors.	• Choose a variety of genres to read, hear, view and write for personal enjoyment. • Recommend books to others and explain the reason for the recommendation. • Set reading goals, create a plan to meet those goals, and monitor progress.
Writing **Writing Process:** 7. Generate a written piece of work. Write in logically organized progression of unified paragraphs. Use a variety of transition words and phrases to make connections between and within paragraphs. Adjust voice to suit audience.	• **Plan:** Gather and organize information from multiple sources to address a topic, (*e.g., electronic graphic organizer, comparison or classification chart*). • **Draft:** Complete draft demonstrating connections among ideas, supported by information gathered during the planning stage. • **Revise:** Rework writing several times based on different points of focus (*First reading – add details for elaboration; second reading – delete sentences or phrases to achieve paragraph unity; third reading- reorganize ideas for meaning.* • **Edit:** Use multiple resources for proofreading and editing, (*e.g., dictionary, glossary, thesaurus*).

	• **Publish/Present:** Publish and present final products, using a variety of technology, (*e.g., word processor, spreadsheet, multimedia, slideshow, and publication software*).
	  - Make purposeful decisions about format, graphics, illustrations, and other features,
	  - (e.g., *captioned photos, maps, based on audience*).
	  - Publish for global audience.
	• **Reflect:** Provides evidence that writing goals have been met (*e.g., My sentence fluency has improved because I now vary the beginnings of my sentences*).
	• Identifies professional authors' styles and techniques, (*e.g., leads, conclusions, word choice, purpose, character and plot development; critiques peers' writing and supports the opinion using established criteria, e.g., content, organization, style, conventions; explains strengths and weaknesses of own writing using criteria, e.g., rubrics and anchor papers, checklists, six-trait scoring guides; uses criteria to choose and defend choices for a writing portfolio*).

8. Write to a specific genre, trait, or craft.	• **Descriptive**: Integrate descriptive writing into other modes, using literary techniques (*flashback, specific word choice, character development*).
	• **Narrative:** Write a biography based on an interview.
	  - Write a historical fiction essay, using primary sources.
	  - Write varied narratives with different beginnings and endings.
	  - Write a story ending from the perspective of a different character.
	• **Expository:** Write an explanatory piece, building up to the most important part.
	-Write book reviews
	-Write compare-contrast essay, using point-by-point structure.
	• **Persuasive**: Write a persuasive piece, using "if-and-the" structure.
	-Write a book or movie critique.
	• **Poetic:** Write a haiku, a rap, words to

	the music of an already existing song, a ballad, a lyrical poem, a cacophony.
	• Include more than one form/genre in a single piece (e.g., *a report about salmon that includes a poem, fact box and story).*
	• Write a variety of sentence lengths; write a variety of sentence beginnings, (*e.g., starts with a participal phrase: Laughing loudly…write a variety of sentence structures, write with a sense of rhythm and may use fragments in dialogue as appropriate.*

9. Edit written work for capitalization, punctuation, and spelling.	• Use capitalization, punctuation, and usage rules from previous grades.
	• Use standard and nonstandard English.
	• Capitalize brand names.
	• Capitalize geographic regions.
	• Use periods in abbreviations.
	• Use commas to set off interjections.
	• Use comma after date or address within text.
	• Use quotation marks in dialogue.
	• Use hyphens in numbers, *(e.g., twenty-three).*
	• Use hyphens to join numbers, *(e.g., pages 1-3; the Mariners won 17-6).*
	• Use ellipsis (…) to show omitted words and to show a pause.
	• Use semicolon between two independent clauses.
	• Use subject vs. object pronouns correctly, *(e.g., I vs. me).*
	• Use new paragraphs to change speakers in dialogue.
	• Cite sources in research using a bibliographic format.
	• Use spelling rules and patterns from previous grades.
	• Correctly spell high-frequency words.
	• Use multiple strategies to spell.
	  Examples:
	    ▪ Visual patterns *(-ion endings)*
	    ▪ Sound patterns with easily confused endings (-able/-ible, -ant/-ent)
	    ▪ affixes *(pre-, in-, un-, -ed, -ing, -graph)*

	- rules (*I before e*) - self-correct spelling errors - Use resources to find correct spelling for words identified as misspelled, *(e.g., electronic spellers, dictionaries, personal dictionaries).* - Use verb tense past, present, future, correctly with consistency within the written piece. - Recognize subject/verb agreement with singular and plural subject. - Use comparative and superlative forms correctly, *(e.g., small, smaller, smallest).*
Listening/Speaking/Viewing 10. Use oral language with clarity, voice and fluency to communicate a message.	- Speak in complete sentences using standard English. - Share experiences, feelings and ideas clearly and fluently. - Express and support an opinion on a topic. - Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions. - Use effective communication skills: eye contact, turn taking, topic maintenance, tone, intonation, focus. - Make oral presentations that show appropriate consideration of audience. Purpose and information to be conveyed. - Analyze how dialects are reflected in slang, jargon, and language styles of different groups and individuals.
11. Listen to, read and follow directions.	- Retell directions and complete and/or perform a task. - Acknowledge, listen to, and respect the opinions of others. - Paraphrase text, both print and non-print media.

	• Use technological resources to enhance reading and writing.
12. Use audio/video and mass media to increase subject knowledge and influence speaking and writing.	
Study Skills/Test Taking Strategies	
13. Use study and reference skills.	• Identify and use: *glossary, table of contents, index, headings, bold face print, chapter titles, dictionary skills, illustrations, graphics, diagrams, tables, graphs, pronunciation key, encyclopedias, maps, charts, almanac, thesaurus, and bibliography.* • Understand how to take notes with a variety of techniques (*graphic organizer, note cards, topic outline*). • Identify, underline, or highlight key information into the text. • Use media center resources.
14. Use test taking strategies.	**Multiple Choice Items:** • Read stems before reading the passage (pre-organizer for ideas). • Use "Look-Back" or "Reread" Strategy to confirm information. • Watch for negative words (e.g., *not, none, no).* • Watch for "signal words" (e.g., *first, next, then, last).* • Read through all answer options before choosing. • Try to eliminate two answer options. **Open-ended Items:** • Identify each component of the task (*parts: 1,2,3*). • Address each component of the task. • Organize/jot down immediate ideas, make a graphic organizer. • Reword the question to begin a response (*TTQA, Echo the question, RAESM).* • Use details from the passage (*supporting evidence*). • Reread answer for clarity and completeness.