ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE

GRADE FIVE

LOUDOUN COUNTY PUBLIC SCHOOLS
2012-2013
### ELEMENTARY LANGUAGE ARTS CONTACTS

<table>
<thead>
<tr>
<th>Name</th>
<th>Name</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shannon Abel</td>
<td>Jaime Giles</td>
<td>Marie Payne</td>
</tr>
<tr>
<td>Ariane Axt</td>
<td>Anita Gill-Anderson</td>
<td>Jennifer Petrusky</td>
</tr>
<tr>
<td>Diane Bell</td>
<td>Andrea Hanselman</td>
<td>Natalie Porter</td>
</tr>
<tr>
<td>Barbara Brosnan</td>
<td>Allison Hatton</td>
<td>Traci Propst-Goff</td>
</tr>
<tr>
<td>Brooke Brown</td>
<td>Denise Hess</td>
<td>Jill Redenburg</td>
</tr>
<tr>
<td>Tracey Burcroff</td>
<td>Gretchen Hill</td>
<td>Jennifer Reed</td>
</tr>
<tr>
<td>Elizabeth Carrig</td>
<td>Ryan Jeffers</td>
<td>Amy Reynolds</td>
</tr>
<tr>
<td>Donna Cherundolo</td>
<td>Leslie Kash</td>
<td>Michelle Saville</td>
</tr>
<tr>
<td>Michele Copeland</td>
<td>Celia Key</td>
<td>Devin Shannon</td>
</tr>
<tr>
<td>John Cornely</td>
<td>Ellen Linza</td>
<td>Carissa Stanziola</td>
</tr>
<tr>
<td>Robert Davis</td>
<td>Stacie Markel</td>
<td>Mary Jo Totman</td>
</tr>
<tr>
<td>Teresa Delaney</td>
<td>Judi McCarthy</td>
<td>Susan Verdin</td>
</tr>
<tr>
<td>Diane Dennis</td>
<td>Greg Mihalik</td>
<td>Beth Volpe</td>
</tr>
<tr>
<td>Bill Fazzini</td>
<td>Tammi Mydlinski</td>
<td>Valerie Wade</td>
</tr>
<tr>
<td>Janet Finn</td>
<td>Elizabeth O’Connor</td>
<td>Kaity Wagner</td>
</tr>
<tr>
<td>Kelly Gallagher</td>
<td>Nan Parrish</td>
<td>Patricia Walker</td>
</tr>
<tr>
<td>Peggy Gearhart</td>
<td>Pandora Passin</td>
<td>Susan Weltens</td>
</tr>
</tbody>
</table>

Dr. Edgar B. Hatrick  
Superintendent

Sharon D. Ackerman  
Asst. Superintendent, Instruction

Eric L. Stewart  
Director, Curriculum and Instruction

Dr. Michele Schmidt Moore  
Supervisor, English and Language Arts

David L. Arbogast  
English Specialist

Dr. Dianne S. Kinkead  
Supervisor, Reading K-12, Kindergarten, STEP Preschool

This document, based on the Virginia Department of Education’s English Standards of Learning Curriculum Framework (2010), provides extensions and additions to form the Loudoun County English Curr...
CONTENTS

Mission Statement..................................................................................................................1
Internet Safety .....................................................................................................................2
Overview & Expectations by Quarter..................................................................................3
Pacing Guide.......................................................................................................................6
Curriculum Framework.......................................................................................................12
Grammar Skills Progression...............................................................................................31
LCPS English Department Mission Statement

Here are six beliefs that we strive to make true for all of our students.

Students communicate and collaborate effectively in written and oral discourse in ever-changing, real world situations.

Therefore, we will

- develop active and involved listeners
- teach students to self-advocate and ask for clarification
- show students how to use the right language and dictionary in informal and formal situations
- develop learning activities that encourage students to communicate in authentic contexts
- provide opportunities for collaborative learning in research and other projects.

Students think critically.

Therefore, we will

- provide opportunities to critically analyze language and media
- teach processes for critical thinking and making informed decisions
- show students how to refine their arguments based on new information.

Students understand and respect multiple perspectives and cultures.

Therefore, we will

- explore literature that reflects many cultures
- engage students in multiple perspectives and ideas.

Students value and appreciate the power of language through reading and writing.

Therefore, we will

- provide opportunities for students to choose and engage in relevant and meaningful texts
- provide opportunities for students to choose the audience and purpose for their writing.

Students take on challenges and reflect on progress.

Therefore, we will

- provide opportunities for increased rigor in assignments
- provide frequent opportunities for students to reflect on their growth and development.

Students are well-versed in technology tools used to help them communicate.

Therefore, we will

- integrate technology tools in our teaching and in student learning.
INTERNET SAFETY

The Virginia Department of Education (VDOE) has directed school districts to develop Internet safety guidelines and procedures for students. Currently, VDOE Computer/Technology Standards 9-12.3, 4, 5 specify technology use behaviors students must practice. These standards have been integrated into the English/Language Arts Information Literacy Framework. The safety and security of our students is our responsibility. As you establish and develop the learning community in your classroom, integrate lessons about internet safety that address personal safety on the Internet, accessing information on the Internet, and activities on the Internet. Please be sure to incorporate the following Guidelines and Resources for Internet Safety in Schools established by the Virginia Department of Education into your instruction.

Personal safety on the Internet.

- Students must understand that people are not always who they say they are. They should never give out personal information without an adult’s permission, especially if it conveys where they can be found at a particular time. They should understand that predators are always present on the Internet.
- Students should recognize the various forms of cyberbullying and know what steps to take if confronted with that behavior.

Information on the Internet.

- Students and their families should discuss how to identify acceptable sites to visit and what to do if an inappropriate site is accessed.
- Students should be informed about various Web advertising techniques and realize that not all sites provide truthful information.

Activities on the Internet.

- Students and their families should discuss acceptable social networking and communication methods and appropriate steps to take when encountering a problem.
- Students should know the potential dangers of e-mailing, gaming, downloading files, and peer-to-peer computing (e.g., viruses, legal issues, harassment, sexual predators, identity theft).

VDOE’s Guidelines and Resources for Internet Safety in Schools (2007)
In K-5 Language Arts instruction, we support a balanced literacy approach that includes reading and writing workshop along with word study. The table below indicates expectations for each quarter. A Curricular Plan for Reading, A Curricular Plan for Writing, and LCPS Core Units can be found in the curriculum module in Clarity. Additional resources for Reading and Writing Workshop and Word Study can be found in the Resources section in the Language Arts curriculum module in Clarity as well.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>During the 1st quarter you are launching your reading and writing workshops. Establishing structure and routines for the workshops and word study groups is essential during this quarter. This is the time to review your students’ portfolios, assess their skills, and begin forming guided reading and word study groups. Resources for assessing students and determining their developmental word study stage can be found in Clarity in the Resources folder. The core writing units for this quarter are <strong>Launching the Writing Workshop</strong> and <strong>Personal Narrative</strong>. Both of these units are adapted from units found in the Units of Study for Writing Grades 3-5. They contain minilessons and resources aligned to our VA SOL for this quarter. The core reading units for this quarter are <strong>Agency and Independence: Launching Reading with Experienced Readers &amp; Following Characters into Meaning: Envision, Predict, Synthesize, Infer, and Interpret</strong>. These units can be found in A Curricular Plan for Reading Workshop in Clarity. Teacher Choice for reading or writing units can be original or adapted from the other units in A Curricular Plan for Writing Workshop or A Curricular Plan for Reading Workshop.</td>
</tr>
<tr>
<td>2</td>
<td>In Quarter 2, continue to monitor your guided reading and word study groups, shifting groups as students grow and develop. Toward the end of the quarter administer a mid year evaluation for word study. The core writing unit for this quarter is <strong>Teacher Choice</strong>. The core reading unit for this quarter is <strong>Nonfiction Reading: Using Text Structures to Comprehend Expository, Narrative, and Hybrid Nonfiction</strong>. This unit can be found in A Curricular Plan for Reading Workshop in Clarity. Teacher Choice for reading or writing units can be original or adapted from the other units in A Curricular Plan for Writing Workshop or A Curricular Plan for Reading Workshop.</td>
</tr>
<tr>
<td>3</td>
<td>In Quarter 3, continue to monitor and assess your guided reading and word study groups, shifting groups as students grow and develop. The core writing unit for this quarter is <strong>Writing in a Test Taking Genre</strong>. This unit is adapted from units found in the Units of Study for Writing Grades 3-5 and A Curricular Plan for Teaching Writing. It contains minilessons and resources aligned to our VA SOL for this quarter. The core reading unit for this quarter is <strong>Nonfiction Research Projects: Teaching Students to Navigate Complex Text Sets Using Critical, Analytical Lenses</strong>. This unit can be found in A Curricular Plan for Reading Workshop in Clarity. Teacher Choice for reading or writing units can be original or adapted from the other units in A Curricular Plan for Writing Workshop or A Curricular Plan for Reading Workshop.</td>
</tr>
<tr>
<td>4</td>
<td>In Quarter 4, continue to monitor and assess your guided reading and word study groups, shifting groups as students grow and develop. The core writing unit for this quarter is <strong>Independent Writing Project</strong>. This unit is adapted from units found in the Units of Study for Writing Grades 3-5 and A Curricular Plan for Teaching Writing. It contains minilessons and resources aligned to our VA SOL for this quarter. The core reading units for this quarter are <strong>Interpretation Text Sets and Test Preparation</strong>. These units can be found in A Curricular Plan for Reading Workshop in Clarity. Teacher Choice for reading or writing units can be original or adapted from the other units in A Curricular Plan for Writing Workshop or A Curricular Plan for Reading Workshop.</td>
</tr>
<tr>
<td>Quarter</td>
<td>Topic/Focus</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
|         | Agency and Independence: Launching Reading with Experienced Readers* & Following Characters into Meaning: Envision, Predict, Synthesize, Infer, and Interpret* | 5.4 a, e, f, g  
5.5 a, g, h, k, m  
5.6 b, d, e, k, m | 3-4 weeks per unit |                                      |
| 1st     | Launching the Writing Workshop & Personal Narrative                         | 5.7 a, b, d, i  
5.8 b, j  
LCENG 1  
LCENG 2 | 3-4 weeks per unit | Launching the Writing Workshop & Personal Narrative |
|         | Communication                                                               | 5.1 a, d                        |                           | Integrated into reading and writing workshop |
| 2nd     | Nonfiction Reading: Using Text Structures to Comprehend Expository, Narrative, and Hybrid Nonfiction* & Teacher Choice | 5.4 b, e, f, g  
5.5 e, l, m  
5.6 a, c, g, k, l, m | 3-4 weeks per unit |                                      |
|         | Researched Based Nonfiction Writing                                         | 5.7 a, b, c, d, e, f, g, h, i  
5.8 h, i, j  
5.9 a, b, c, d, e, f, g  
LCENG 1  
LCENG 2 | 3-4 weeks per unit | Researched Based Nonfiction Writing |
|         | Communication                                                               | 5.1 b, c, e, f  
5.2 f, g |                            | Integrated into reading and writing workshop |
| 3rd     | Nonfiction Research Projects: Teaching Students to Navigate Complex Nonfiction Text Sets Using Critical Analytical Lenses* & Teacher Choice | 5.4 c, e, f, g  
5.5 b, c, f, j, l, m  
5.6 f, h, j, k, l, m | 3-4 weeks per unit |                                      |
|         | Writing in a Test Taking Genre & Teacher Choice                             | 5.7 a, b, c, d, e, f, g, h, i  
5.8 a, c, d, j, k  
5.9 a, b, c, d, e, f, g  
LCENG 1  
LCENG 2 | 3-4 weeks per unit | Writing in a Test Taking Genre |
|         | Communication                                                               | 5.2 a, d, e, h                 |                           | Integrated into reading and writing workshop |

Grade Five, page 4
<table>
<thead>
<tr>
<th>Grade</th>
<th>Unit</th>
<th>Standards</th>
<th>Duration</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th</td>
<td>Interpretation Text Sets* &amp; Test Preparation*</td>
<td>5.4 d, e, f, g</td>
<td>3-4 weeks per unit</td>
<td>Integrated into reading and writing workshop</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.5 i, d, m</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.6 j, k, m</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Independent Writing Project &amp; Teacher Choice</td>
<td>5.7 a, b, d, i</td>
<td>3-4 weeks per unit</td>
<td>Independent Writing Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.8 e, f, g, j</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>LCENG 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>LCENG 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td>5.2 b, c, i</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.3 a, b</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key**

*Refer to A Curricular Plan for Reading Workshop, Grade 5 for a detailed description of each of these units of study. Teacher Choice units can be an original unit or one chosen from other units listed in A Curricular Plan for Reading Workshop, Grade 5.*

The pacing guide was designed by a teacher committee. SOL have been placed in quarters when most students are developmentally ready to be assessed on this skill. Language Arts is a developmental discipline. You will most likely reteach and reassess each skill throughout the year depending on the development of each student.
<table>
<thead>
<tr>
<th>Oral Language</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
</table>
| 5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.  
   a. Participate in and contribute to discussions across content areas.  
   d. Communicate new ideas to others. | 5.4 The student will expand vocabulary when reading.  
   a. Use context to clarify meanings of unfamiliar words and phrases.  
   e. Use dictionary, glossary, thesaurus, and other word-reference materials.  
   f. Develop vocabulary by listening to and reading a variety of texts.  
   g. Study word meanings across content areas. | 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.  
   a. Identify intended audience.  
   b. Use a variety of prewriting strategies.  
   d. Write a clear topic sentence focusing on the main idea.  
   i. Include supporting details that elaborate the main idea. |
| 5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.  
   a. Describe the relationship between text and previously read materials.  
   g. Identify main idea.  
   h. Summarize supporting details from text.  
   k. Make, confirm, or revise predictions.  
   m. Read with fluency and accuracy. | 5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.  
   b. Use adjective and adverb comparisons.  
   e. Use quotation marks with dialogue.  
   j. Use correct spelling of commonly used words. | |
| 5.6 The student will read and demonstrate comprehension of nonfiction texts.  
   b. Use prior knowledge and build additional background knowledge as context for new learning.  
   d. Identify the main idea of nonfiction texts.  
   e. Summarize supporting details in nonfiction texts.  
   k. Identify new information gained from reading.  
   m. Read with fluency and accuracy. | | |

**LCENG 1**
Use developmentally appropriate sound, pattern and/or word meaning units to spell in written work.

**LCENG 2**
Use developmentally appropriate sound, pattern and/or meaning units to spell in isolation.
<table>
<thead>
<tr>
<th>Oral Language</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</td>
<td>5.4 The student will expand vocabulary when reading.</td>
<td>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.</td>
</tr>
<tr>
<td>b. Organize information to present in reports of group activities.</td>
<td>b. Use context and sentence structure to determine meaning and differentiate among multiple meanings of words.</td>
<td>a. Identify intended audience.</td>
</tr>
<tr>
<td>c. Summarize information gathered in group activities.</td>
<td>e. Use dictionary, glossary, thesaurus, and other word-reference materials.</td>
<td>b. Use a variety of prewriting strategies.</td>
</tr>
<tr>
<td>e. Demonstrate the ability to collaborate with diverse teams.</td>
<td>f. Develop vocabulary by listening to and reading a variety of texts.</td>
<td>c. Organize information to convey a central idea.</td>
</tr>
<tr>
<td>f. Demonstrate the ability to work independently.</td>
<td>g. Study word meanings across content areas.</td>
<td>d. Write a clear topic sentence focusing on the main idea.</td>
</tr>
<tr>
<td>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</td>
<td>5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.</td>
<td>e. Write multiparagraph compositions.</td>
</tr>
<tr>
<td>f. Organize content sequentially around major ideas.</td>
<td>e. Describe how an author’s choice of vocabulary contributes to the author’s style.</td>
<td>f. Use precise and descriptive vocabulary to create tone and voice.</td>
</tr>
<tr>
<td>g. Summarize main points as they relate to main idea or supporting details.</td>
<td>f. Use reading strategies throughout the reading process to monitor comprehension.</td>
<td>g. Vary sentence structure by using transition words.</td>
</tr>
<tr>
<td></td>
<td>m. Read with fluency and accuracy.</td>
<td>h. Revise for clarity of content using specific vocabulary and information.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>i. Include supporting details that elaborate the main idea.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Use commas to indicate interrupters.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g. Use a hyphen to divide words at the end of a line.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>h. Edit for fragments and run-on sentences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>i. Eliminate double negatives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>j. Use correct spelling of commonly used words.</td>
</tr>
</tbody>
</table>

(Continued on next page)
<table>
<thead>
<tr>
<th>Oral Language</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
</table>
|              | 5.6 The student will read and demonstrate comprehension of nonfiction texts.  
a. Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.  
c. Skim materials to develop a general overview of content and to locate specific information.  
g. Locate information to support opinions, predictions, and conclusions.  
k. Identify new information gained from reading.  
l. Use reading strategies throughout the reading process to monitor comprehension.  
m. Read with fluency and accuracy. | **LCENG 1**  
Use developmentally appropriate sound, pattern and/or word meaning units to spell in written work.  
**LCENG 2**  
Use developmentally appropriate sound, pattern and/or meaning units to spell in isolation.  
**Research**  
5.9 The student will find, evaluate, and select appropriate resources for a research product.  
a. Construct questions about a topic.  
b. Collect information from multiple resources including online, print, and media.  
c. Use technology as a tool to research, organize, evaluate, and communicate information.  
d. Organize information presented on charts, maps, and graphs.  
e. Develop notes that include important concepts, summaries, and identification of information sources.  
f. Give credit to sources used in research.  
g. Define the meaning and consequences of plagiarism. |
<table>
<thead>
<tr>
<th>Oral Language</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</td>
<td>5.4 The student will expand vocabulary when reading.</td>
<td>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.</td>
</tr>
<tr>
<td>a. Maintain eye contact with listeners.</td>
<td>c. Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</td>
<td>a. Identify intended audience.</td>
</tr>
<tr>
<td>d. Use posture appropriate for communication setting.</td>
<td>e. Use dictionary, glossary, thesaurus, and other word-reference materials.</td>
<td>b. Use a variety of prewriting strategies.</td>
</tr>
<tr>
<td>e. Determine appropriate content for audience.</td>
<td>f. Develop vocabulary by listening and reading a variety of texts.</td>
<td>c. Organize information to convey a central idea.</td>
</tr>
<tr>
<td>h. Incorporate visual media to support the presentation.</td>
<td>g. Study word meanings across content areas.</td>
<td>d. Write a clear topic sentence focusing on the main idea.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Write multiparagraph compositions.</td>
</tr>
<tr>
<td>5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.</td>
<td></td>
<td>f. Use precise and descriptive vocabulary to create tone and voice.</td>
</tr>
<tr>
<td>b. Describe character development</td>
<td></td>
<td>g. Vary sentence structure by using transition words.</td>
</tr>
<tr>
<td>c. Describe the development of plot and explain the resolution of conflict(s).</td>
<td></td>
<td>h. Revise for clarity of content using specific vocabulary and information.</td>
</tr>
<tr>
<td>f. Identify and ask questions that clarify various points of view.</td>
<td></td>
<td>i. Include supporting details that elaborate the main idea.</td>
</tr>
<tr>
<td>j. Identify cause and effect relationships.</td>
<td></td>
<td>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</td>
</tr>
<tr>
<td>l. Use reading strategies throughout the reading process to monitor comprehension.</td>
<td></td>
<td>a. Use plural possessives.</td>
</tr>
<tr>
<td>m. Read with fluency and accuracy.</td>
<td></td>
<td>c. Identify and use interjections.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Use apostrophes in contractions and possessives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>j. Use correct spelling of commonly used words.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>k. Identify and use conjunctions.</td>
</tr>
<tr>
<td>Oral Language</td>
<td>Reading</td>
<td>Writing</td>
</tr>
<tr>
<td>--------------</td>
<td>---------</td>
<td>---------</td>
</tr>
</tbody>
</table>
| 5.6 The student will read and demonstrate comprehension of nonfiction texts. | | **LCENG 1**  
Use developmentally appropriate sound, pattern and/or word meaning units to spell in written work. |
| f. Identify structural patterns found in nonfiction. | | **LCENG 2**  
Use developmentally appropriate sound, pattern and/or meaning units to spell in isolation. |
<p>| h. Identify cause and effect relationships following transition words signaling the pattern. | | <strong>Research</strong> |
| i. Differentiate between fact and opinion. | | 5.9 The student will find, evaluate, and select appropriate resources for a research product. |
| k. Identify new information gained from reading. | | a. Construct questions about a topic. |
| l. Use reading strategies throughout the reading process to monitor comprehension. | | b. Collect information from multiple resources including online, print, and media. |
| m. Read with fluency and accuracy. | | c. Use technology as a tool to research, organize, evaluate, and communicate information. |
| | | d. Organize information presented on charts, maps, and graphs. |
| | | e. Develop notes that include important concepts, summaries, and identification of information sources. |
| | | f. Give credit to sources used in research. |
| | | g. Define the meaning and consequences of plagiarism. |</p>
<table>
<thead>
<tr>
<th>Oral Language</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 The student will use effective verbal and</td>
<td>5.4 The student will expand vocabulary when reading.</td>
<td>5.7 The student will write for a variety of purposes: to describe, to</td>
</tr>
<tr>
<td>nonverbal communication skills to deliver planned</td>
<td>d. Identify an author’s use of figurative language.</td>
<td>inform, to entertain, to explain, and to persuade.</td>
</tr>
<tr>
<td>oral presentations.</td>
<td>e. Use dictionary, glossary, thesaurus, and other word-reference</td>
<td>a. Identify intended audience.</td>
</tr>
<tr>
<td>b. Use gestures to support, accentuate,</td>
<td>materials.</td>
<td>b. Use a variety of prewriting strategies.</td>
</tr>
<tr>
<td>and dramatize verbal message.</td>
<td>f. Develop vocabulary by listening to and reading a variety of texts.</td>
<td>d. Write a clear topic sentence focusing on the main idea.</td>
</tr>
<tr>
<td>c. Use facial expressions to support and</td>
<td>g. Study word meanings across content areas.</td>
<td>i. Include supporting details that elaborate the main idea.</td>
</tr>
<tr>
<td>dramatize verbal message.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Use language and style appropriate to the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>audience, topic, and purpose.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3 The student will learn how media messages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>are constructed and for what purposes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Differentiate between auditory, visual, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>written media messages.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Identify the characteristics and effectiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of a variety of media messages.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.5 The student will read and demonstrate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>comprehension of fictional texts, narrative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nonfiction texts, and poetry.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Draw conclusions and make inferences from</td>
<td></td>
<td></td>
</tr>
<tr>
<td>text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Describe the characteristics of free verse,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rhymed, and patterned poetry.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. Read with fluency and accuracy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.6 The student will read and demonstrate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>comprehension of nonfiction texts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Identify, compare, and contrast relationships.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Identify new information gained from reading.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. Read with fluency and accuracy.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LCE NG 1**
Use developmentally appropriate sound, pattern and/or word meaning units to spell in written work.

**LCE NG 2**
Use developmentally appropriate sound, pattern and/or meaning units to spell in isolation.
At the fifth-grade level, students will continue to refine their oral-communication skills. They will further develop their ability as active listeners and as effective participants in large- and small-group activities. They will improve their skills in planning oral presentations and using grammatically correct language and specific vocabulary when delivering oral presentations, as well as including visual aids and appropriate gestures to enhance their delivery. Students will be able to summarize their presentations before delivery and summarize the presentations of others after listening to them.
5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.
   a) Participate in and contribute to discussions across content areas.
   b) Organize information to present in reports of group activities.
   c) Summarize information gathered in group activities.
   d) Communicate new ideas to others.
   e) Demonstrate the ability to collaborate with diverse teams.
   f) Demonstrate the ability to work independently.

<table>
<thead>
<tr>
<th>UNDERSTANDING THE STANDARD (Teacher Notes)</th>
<th>ESSENTIAL UNDERSTANDINGS</th>
<th>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The intent of this standard is that students will continue to develop the skills necessary to participate in large- and small-group learning activities.</td>
<td>All students should • participate effectively in subject-related group learning activities. • use their organizational skills in preparing, presenting, and summarizing information gathered in group activities. • communicate and collaborate with diverse teams while maintaining the ability to work independently as necessary to accomplish assigned tasks.</td>
<td>To be successful with this standard, students are expected to • participate in a range of discussions building on others’ ideas and clearly expressing their own (e.g., one-on-one, in groups, teacher-led). • follow rules for discussions and assigned group roles. • participate as active listeners in group learning activities by: o listening for main ideas; o listening for sequence of ideas; and o taking notes. • participate as informed contributors in subject-related group learning activities by: o asking and answering questions at appropriate times; o responding to specific questions by making comments that contribute to the discussion and elaborating on the remarks of others; o communicating new ideas to others; o clarifying confusing points; o summarizing main ideas; o organizing information from group discussion for presentation; o preparing a prewriting tool (e.g., outline, web, or graphic organizer) for presentation prior to delivery; and o summarizing a presentation orally prior to delivery. • exhibit the ability to collaborate with diverse teams. • demonstrate that they can work independently on group-related tasks.</td>
</tr>
<tr>
<td>• Students will be active participants in discussions across content areas. They will become able to assume the role of the speaker and the role of the listener.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students will refine their organizational skills in preparing, presenting, and summarizing information gathered in group activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students will also be able to summarize their own material prior to delivering a presentation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.
   a) Maintain eye contact with listeners.
   b) Use gestures to support, accentuate, and dramatize verbal message.
   c) Use facial expressions to support and dramatize verbal message.
   d) Use posture appropriate for communication setting.
   e) Determine appropriate content for audience.
   f) Organize content sequentially around major ideas.
   g) Summarize main points as they relate to main idea or supporting details.
   h) Incorporate visual media to support the presentation.
   i) Use language and style appropriate to the audience, topic, and purpose.

<table>
<thead>
<tr>
<th>UNDERSTANDING THE STANDARD (Teacher Notes)</th>
<th>ESSENTIAL UNDERSTANDINGS</th>
<th>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The intent of this standard is that students will learn to plan and deliver oral presentations.</td>
<td>All students should</td>
<td>To be successful with this standard, students are expected to</td>
</tr>
<tr>
<td>• Students will enhance their oral presentations with appropriate body language, correct posture, and eye contact with listeners.</td>
<td>• understand how gestures, facial expressions, posture, and body language affect delivery of the message.</td>
<td></td>
</tr>
<tr>
<td>• Students will begin to use dramatic gestures and facial expressions that are suitable to the content and the audience.</td>
<td>• select and organize information when preparing for an oral presentation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• use visual aids when preparing for an oral presentation.</td>
<td>• demonstrate appropriate eye contact with listeners.</td>
</tr>
</tbody>
</table>

Grade Five, page 14
<table>
<thead>
<tr>
<th>UNDERSTANDING THE STANDARD (Teacher Notes)</th>
<th>ESSENTIAL UNDERSTANDINGS</th>
<th>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The intent of this standard is that students will learn all media messages are constructed and that to understand the whole meaning of the message they can deconstruct it, looking at the following attributes:</td>
<td>All students should • understand media messages are constructed and students have the ability to deconstruct messages by looking at several attributes: authorship, format, audience, content, and purpose. • understand how to evaluate the effectiveness of a media message by examining the various attributes of messages.</td>
<td>To be successful with this standard, students are expected to • access media messages and identify what types of media are used. • identify the attributes of a constructed message (i.e., authorship, format, audience, content, and purpose). • deconstruct several types of media messages by addressing the main question(s) raised by the media attributes. • create age-appropriate media messages (e.g., videos, podcasts, print advertisements) for evaluation, focusing on effectiveness of the message.</td>
</tr>
<tr>
<td>• Authorship (Who constructed the message?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Format (This is not just the medium being used but also how the creators used specific elements for effect, i.e., color, sound, emphasis on certain words, amateur video, children’s voices.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Audience (Who is the person or persons meant to receive the message? How will different people interpret the message?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Content (This is not just the visible content but the embedded content as well which includes underlying assumptions of values or points of view; facts and opinions may be intermixed.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Purpose (Why is the message being sent—is it meant to persuade, inform, entertain, sell, or a combination of these?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Auditory media can be heard (e.g., music, radio shows, podcasts).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Visual media can be viewed (e.g., television, video, Web-based materials, print ads).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Written media includes text (e.g., newspapers, magazines, books, blogs).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grade Five, page 15
At the fifth-grade level, students will become increasingly independent readers of a variety of literary forms. Strategies such as word analysis and the use of context clues and word references will help students increase fluency as well as comprehension. They will begin to read text critically in order to examine implied relationships and understandings, recognize how character and plot are developed, and formulate and justify opinions about the text. They will organize the information they extract from the text and represent their understandings on charts, maps, and graphs.
5.4 The student will expand vocabulary when reading.
   a) Use context to clarify meaning of unfamiliar words and phrases.
   b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
   c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
   d) Identify an author’s use of figurative language.
   e) Use dictionary, glossary, thesaurus, and other word-reference materials.
   f) Develop vocabulary by listening to and reading a variety of texts.
   g) Study word meanings across content areas.

<table>
<thead>
<tr>
<th>UNDERSTANDING THE STANDARD (Teacher Notes)</th>
<th>ESSENTIAL UNDERSTANDINGS</th>
<th>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The intent of this standard is that students will continue to build vocabulary by applying their knowledge of word structure and context clues to determine the meanings of unfamiliar words.</td>
<td>All students should • apply knowledge of word structure and context clues to determine the meanings of unfamiliar words.</td>
<td>To be successful with this standard, students are expected to • use context as a clue to infer the correct meanings of unfamiliar words and phrases.</td>
</tr>
<tr>
<td>• Students will use combined knowledge of all letter-sound correspondences, syllabication patterns, roots, and affixes to read accurately multisyllabic words in context and out.</td>
<td></td>
<td>• use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</td>
</tr>
<tr>
<td>• Students will build their knowledge of word origins by learning about Greek and Latin affixes.</td>
<td></td>
<td>• apply knowledge of roots, affixes (prefixes and suffixes), synonyms, antonyms, and homophones.</td>
</tr>
<tr>
<td>• Students will also use word-reference materials to learn new words.</td>
<td></td>
<td>• begin to learn about Greek and Latin affixes.</td>
</tr>
<tr>
<td>• <strong>Homophones</strong> are words that are pronounced the same and have different meanings regardless of their spelling (e.g., principle/principal, prince/prints).</td>
<td></td>
<td>• understand that often a word can be divided into root word, prefix, and suffix in order to determine its pronunciation.</td>
</tr>
<tr>
<td>• An author may use a word or phrase <strong>figuratively</strong> for purposes of comparison, emphasis, or to provide clarity. Such language requires the reader to comprehend beyond the literal meaning of the text.</td>
<td></td>
<td>• understand how a prefix changes the meaning of a root word.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• identify when an author uses language figuratively.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• use word references and context clues to determine which meaning is appropriate in a given situation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• identify the word-reference materials, such as a dictionary, glossary, or thesaurus, that is most likely to contain the information needed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• develop vocabulary by listening to and reading a variety of texts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• study cross-curricular vocabulary.</td>
</tr>
</tbody>
</table>

Grade Five, page 17
5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.
   a) Describe the relationship between text and previously read materials.
   b) Describe character development.
   c) Describe the development of plot and explain the resolution of conflict(s).
   d) Describe the characteristics of free verse, rhymed, and patterned poetry.
   e) Describe how an author’s choice of vocabulary contributes to the author’s style.
   f) Identify and ask questions that clarify various points of view.
   g) Identify main idea.
   h) Summarize supporting details from text.
   i) Draw conclusions and make inferences from text.
   j) Identify cause and effect relationships.
   k) Make, confirm, or revise predictions.
   l) Use reading strategies throughout the reading process to monitor comprehension.
   m) Read with fluency and accuracy.

<table>
<thead>
<tr>
<th>UNDERSTANDING THE STANDARD (Teacher Notes)</th>
<th>ESSENTIAL UNDERSTANDINGS</th>
<th>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The intent of this standard is that students will continue to demonstrate comprehension of a selection by using before-, during-, and after-reading strategies.</td>
<td>All students should</td>
<td>To be successful with this standard, students are expected to</td>
</tr>
<tr>
<td>• Students will continue to read and comprehend fictional texts, narrative nonfiction texts, and poetry.</td>
<td>• choose from a variety of comprehension strategies.</td>
<td>• discuss the similarities and differences between a text and previously read materials (e.g., compare and contrast characters).</td>
</tr>
<tr>
<td>• <strong>Narrative nonfiction</strong> is a retelling in story format about real people, animals, places or events. It contains facts and is usually in chronological order (e.g., autobiographies and biographies).</td>
<td>• read a variety of fictional texts, narrative nonfiction texts, and poetry.</td>
<td>• understand that characters are developed by:</td>
</tr>
<tr>
<td>• Students will become critical readers by analyzing point of view, word choice, plot, beginnings and endings, and character development.</td>
<td>• describe character and plot development.</td>
<td>• what is directly stated in the text;</td>
</tr>
<tr>
<td>• Students will continue to further their knowledge of plot and character and their understanding of how each is developed in a literacy selection.</td>
<td></td>
<td>• their speech and actions; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• what other characters in the story say or think about them.</td>
</tr>
</tbody>
</table>

Grade Five, page 18
5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.
   a) Describe the relationship between text and previously read materials.
   b) Describe character development.
   c) Describe the development of plot and explain the resolution of conflict(s).
   d) Describe the characteristics of free verse, rhymed, and patterned poetry.
   e) Describe how an author’s choice of vocabulary contributes to the author’s style.
   f) Identify and ask questions that clarify various points of view.
   g) Identify main idea.
   h) Summarize supporting details from text.
   i) Draw conclusions and make inferences from text.
   j) Identify cause and effect relationships.
   k) Make, confirm, or revise predictions.
   l) Use reading strategies throughout the reading process to monitor comprehension.
   m) Read with fluency and accuracy.

<table>
<thead>
<tr>
<th>UNDERSTANDING THE STANDARD (Teacher Notes)</th>
<th>ESSENTIAL UNDERSTANDINGS</th>
<th>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will then locate information in the text to support their predictions and conclusion.</td>
<td>• describe how an author’s choice of vocabulary contributes to the author’s style.</td>
<td>• identify and ask questions that clarify various points of view.</td>
</tr>
<tr>
<td>• To determine a student’s functional reading level for a specific text consider these word accuracy rates from Virginia’s Phonological Awareness Literacy Screening (PALS):</td>
<td>• identify main idea or theme.</td>
<td>• summarize supporting details from text.</td>
</tr>
<tr>
<td>o independent level – 98-100% accuracy, or about two of every 100 words misread; student reads independently with little or no instructional support, and comprehension is strong.</td>
<td>• draw conclusions/make inferences from text.</td>
<td>• identify cause and effect relationships.</td>
</tr>
<tr>
<td>o instructional level – 90-97% accuracy, or three to ten words of every 100 words misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored.</td>
<td>• make, confirm, or revise predictions.</td>
<td>• become aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty).</td>
</tr>
<tr>
<td>o frustration level – less than 90% accuracy, or more than ten of every 100 words misread; student reads with neither accuracy nor fluency, and therefore his or her comprehension will be affected.</td>
<td>• read familiar text with fluency, accuracy, and expression to support comprehension.</td>
<td>• recognize structural elements of poems (e.g., verse, rhythm) and drama (e.g., casts, dialogue).</td>
</tr>
</tbody>
</table>
5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.

   a) Describe the relationship between text and previously read materials.
   b) Describe character development.
   c) Describe the development of plot and explain the resolution of conflict(s).
   d) Describe the characteristics of free verse, rhymed, and patterned poetry.
   e) Describe how an author’s choice of vocabulary contributes to the author’s style.
   f) Identify and ask questions that clarify various points of view.
   g) Identify main idea.
   h) Summarize supporting details from text.
   i) Draw conclusions and make inferences from text.
   j) Identify cause and effect relationships.
   k) Make, confirm, or revise predictions.
   l) Use reading strategies throughout the reading process to monitor comprehension.
   m) Read with fluency and accuracy.

<table>
<thead>
<tr>
<th>UNDERSTANDING THE STANDARD (Teacher Notes)</th>
<th>ESSENTIAL UNDERSTANDINGS</th>
<th>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>* The table below presents the results of research on oral reading fluency rates for students at the 90th, 75th and 50th percentiles throughout the school year. These rates are reported as words correct per minute (WCPM) for fifth-grade students reading fifth-grade text:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall WCPM</td>
<td>Midyear WCPM</td>
</tr>
<tr>
<td>---</td>
<td>-----------</td>
<td>--------------</td>
</tr>
<tr>
<td>90</td>
<td>166</td>
<td>182</td>
</tr>
<tr>
<td>75</td>
<td>139</td>
<td>156</td>
</tr>
<tr>
<td>50</td>
<td>110</td>
<td>127</td>
</tr>
<tr>
<td>Hasbrouck, J.E., &amp; Tindal, G.A., 2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>When fully developed, reading fluency refers to a level of accuracy and rate where decoding is relatively effortless; where oral reading is smooth and accurate with correct prosody; and where attention can be allocated to comprehension.*</td>
<td></td>
</tr>
</tbody>
</table>

5.6 The student will read and demonstrate comprehension of nonfiction texts.
   a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
   b) Use prior knowledge and build additional background knowledge as context for new learning.
   c) Skim materials to develop a general overview of content and to locate specific information.
   d) Identify the main idea of nonfiction texts.
   e) Summarize supporting details in nonfiction texts.
   f) Identify structural patterns found in nonfiction.
   g) Locate information to support opinions, predictions, and conclusions.
   h) Identify cause and effect relationships following transition words signaling the pattern.
   i) Differentiate between fact and opinion.
   j) Identify, compare, and contrast relationships.
   k) Identify new information gained from reading.
   l) Use reading strategies throughout the reading process to monitor comprehension.
   m) Read with fluency and accuracy.

<table>
<thead>
<tr>
<th>UNDERSTANDING THE STANDARD (Teacher Notes)</th>
<th>ESSENTIAL UNDERSTANDINGS</th>
<th>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</th>
</tr>
</thead>
</table>
| The intent of this standard is that students will read and demonstrate comprehension of nonfiction texts across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. | All students should preview, pose questions, and make predictions before reading.  
understand how the organizational patterns make the information easier to comprehend.  
make connections between what they read in the selection and their prior knowledge. | To be successful with this standard, students are expected to use text features, such as type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information in both print and digital texts.  
apply prior knowledge to make predictions and build additional background knowledge as context for learning.  
skim material from print and digital texts to develop a general overview or to locate specific information.  
determine the main idea of a text and summarize supporting key details.  
identify structural and organizational patterns such as cause and effect, comparison/contrast, problem/solution, and chronological order.  
identify specific information in text that supports predictions.  
form opinions and draw conclusions from the selection.  
locate details to support opinions, predictions, and conclusions. |
| Students will demonstrate comprehension of a selection by using before-, during-, and after-reading strategies (e.g., using graphic organizers, question generation, and summarization). | Before reading, students will use text organizers to predict and categorize information.  
During reading, students will formulate questions and make and revise ongoing predictions and inferences, using given information. | |

Grade Five, page 21
The student will read and demonstrate comprehension of nonfiction texts.

a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
b) Use prior knowledge and build additional background knowledge as context for new learning.
c) Skim materials to develop a general overview of content and to locate specific information.
d) Identify the main idea of nonfiction texts.
e) Summarize supporting details in nonfiction texts.
f) Identify structural patterns found in nonfiction.
g) Locate information to support opinions, predictions, and conclusions.
h) Identify cause and effect relationships following transition words signaling the pattern.
i) Differentiate between fact and opinion.
j) Identify, compare, and contrast relationships.
k) Identify new information gained from reading.
l) Use reading strategies throughout the reading process to monitor comprehension.
m) Read with fluency and accuracy.

<table>
<thead>
<tr>
<th>UNDERSTANDING THE STANDARD (Teacher Notes)</th>
<th>ESSENTIAL UNDERSTANDINGS</th>
<th>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>After</strong> reading, students will confirm or dismiss previous predictions and inferences. Students will also summarize content, identify important ideas, provide details, formulate opinions, and use writing to clarify their thinking (e.g., graphic organizers, responsive journaling).</td>
<td>• identify cause and effect relationships following transition words signaling the pattern.</td>
<td>• distinguish between fact and opinion.</td>
</tr>
<tr>
<td>• Interactions between reader and text will become more sophisticated and deliberate as students make inferences, formulate opinions, and write to clarify their thinking.</td>
<td>• identify, compare, and contrast relationships between characters, events, and facts.</td>
<td>• compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</td>
</tr>
<tr>
<td>• <strong>Prosody</strong> refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension.</td>
<td>• identify new information learned from reading.</td>
<td>• become aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty).</td>
</tr>
<tr>
<td></td>
<td>• read familiar text with fluency, accuracy, and prosody.</td>
<td></td>
</tr>
</tbody>
</table>
At the fifth-grade level, students will continue to grow as writers as they write to describe, to inform, to entertain, to explain, and to persuade. They will spend more time on revising and editing their work as they gain greater understanding of written expression. Precise and descriptive vocabulary and varied sentence structure will become important tools for creating tone and voice within a text. Students will be expected to have greater control over the conventions of writing, including sentence formation, grammar, capitalization, spelling, and punctuation.
5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.
   a) Identify intended audience.
   b) Use a variety of prewriting strategies.
   c) Organize information to convey a central idea.
   d) Write a clear topic sentence focusing on the main idea.
   e) Write multiparagraph compositions.
   f) Use precise and descriptive vocabulary to create tone
   g) Vary sentence structure by using transition words.
   h) Revise for clarity of content using specific vocabulary and information.
   i) Include supporting details that elaborate the main idea.

<table>
<thead>
<tr>
<th>UNDERSTANDING THE STANDARD (Teacher Notes)</th>
<th>ESSENTIAL UNDERSTANDINGS</th>
<th>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The intent of this standard is that students will continue to write as a method of communication and as a means of expressing themselves.</td>
<td>All students should</td>
<td>To be successful with this standard, students are expected to</td>
</tr>
<tr>
<td>• Students will organize their thoughts and choose appropriate vocabulary to convey their message effectively.</td>
<td>• plan and organize information as they write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.</td>
<td>• apply knowledge of the writing domains of composing, written expression, and usage/mechanics.</td>
</tr>
<tr>
<td>• There will be a continued emphasis on the students’ ability to shape and control language purposefully and to master the features of the composing and written expression domains.</td>
<td>• use precise, descriptive vocabulary and vary sentence structure as they revise for clarity.</td>
<td>• produce a clear and coherent written piece in which the development and organization are appropriate to purpose and audience.</td>
</tr>
<tr>
<td>• <strong>Voice</strong> shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing.</td>
<td></td>
<td>• recognize different modes of writing have different patterns of organization</td>
</tr>
<tr>
<td>• The three domains of writing are</td>
<td></td>
<td>o informative/explanatory</td>
</tr>
<tr>
<td>o <strong>composing</strong> – the structuring and elaborating a writer does to construct an effective message for readers (e.g., staying on topic; beginning, middle, and end);</td>
<td>• clearly introduce a topic and group related information in paragraphs</td>
<td>o narrative</td>
</tr>
<tr>
<td>o <strong>written expression</strong> – those features that show the writer purposefully shaping and controlling language to affect readers (e.g., specific vocabulary, descriptive words, tone/voice); and</td>
<td>• use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic</td>
<td>o organize an event sequence that unfolds naturally</td>
</tr>
<tr>
<td></td>
<td>• use specific vocabulary to inform and explain the topic; and</td>
<td>o use transition words and phrases for sentence variety and to manage the sequence of events</td>
</tr>
<tr>
<td></td>
<td>• provide a concluding statement or section related to the topic</td>
<td>o use specific vocabulary, words, and phrases to convey experiences and events</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o provide a conclusion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o introduce the position</td>
</tr>
</tbody>
</table>
5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.
   a) Identify intended audience.
   b) Use a variety of prewriting strategies.
   c) Organize information to convey a central idea.
   d) Write a clear topic sentence focusing on the main idea.
   e) Write multiparagraph compositions.
   f) Use precise and descriptive vocabulary to create tone
   g) Vary sentence structure by using transition words.
   h) Revise for clarity of content using specific vocabulary and information.
   i) Include supporting details that elaborate the main idea.

<table>
<thead>
<tr>
<th>UNDERSTANDING THE STANDARD (Teacher Notes)</th>
<th>ESSENTIAL UNDERSTANDINGS</th>
<th>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• usage/mechanics – the features that cause written language to be acceptable and effective for standard discourse (e.g., spelling, punctuation, capitalization, grammar).</td>
<td>• provide evidence to support the position</td>
<td>• create a plan, and organize thoughts before writing.</td>
</tr>
<tr>
<td>• Transition words and phrases provide organization to student writing by improving the connections between thoughts. Categories of transitions include, but are not limited to:</td>
<td>• provide points for the opposite side and argue against them</td>
<td>• use a variety of prewriting strategies (e.g., brainstorming, listing, free-writing, and using graphic organizers).</td>
</tr>
<tr>
<td>• example (e.g., that is, for example, in fact)</td>
<td>• provide a conclusion.</td>
<td>• focus, organize, and elaborate to construct an effective message for the reader.</td>
</tr>
<tr>
<td>• sequence (e.g., then, next, finally)</td>
<td>• usage/mechanics – the features that cause written language to be acceptable and effective for standard discourse (e.g., spelling, punctuation, capitalization, grammar).</td>
<td></td>
</tr>
<tr>
<td>• time or location (e.g., before, meanwhile, nearby)</td>
<td>• select specific information to guide readers more purposefully through the piece.</td>
<td>• purposefully shape and control language to demonstrate awareness of the intended audience.</td>
</tr>
<tr>
<td></td>
<td>• write multiparagraph compositions focused on a topic, grouping related information in paragraphs and sections.</td>
<td>• choose precise descriptive vocabulary and information to create tone and voice</td>
</tr>
<tr>
<td></td>
<td>• develop and strengthen writing as needed, in consultation with peers or adults, by prewriting, drafting, revising, editing, or rewriting.</td>
<td></td>
</tr>
</tbody>
</table>
5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.

a) Identify intended audience.
b) Use a variety of prewriting strategies.
c) Organize information to convey a central idea.
d) Write a clear topic sentence focusing on the main idea.
e) Write multipart paragraph compositions.
f) Use precise and descriptive vocabulary to create tone

g) Vary sentence structure by using transition words.
h) Revise for clarity of content using specific vocabulary and information.
i) Include supporting details that elaborate the main idea.

<table>
<thead>
<tr>
<th>UNDERSTANDING THE STANDARD (Teacher Notes)</th>
<th>ESSENTIAL UNDERSTANDINGS</th>
<th>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• use narrative techniques, such as dialogue, description, and pacing, to develop experiences or characters.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• use precise language and content-specific vocabulary to inform about or explain a topic, to persuade, describe or entertain.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• include sentences of various lengths and beginnings to create a pleasant, informal rhythm.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• vary sentence structure by using transition words and s.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• use precise language and phrases to develop writing (e.g., consequently, specifically, especially).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• clarify writing when revising.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• include supporting details that elaborate the main idea.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• use available technology to gather information and to aid in writing.</td>
</tr>
</tbody>
</table>
5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.
   a) Use plural possessives.
   b) Use adjective and adverb comparisons.
   c) Identify and use interjections.
   d) Use apostrophes in contractions and possessives.
   e) Use quotation marks with dialogue.
   f) Use commas to indicate interrupters.
   g) Use a hyphen to divide words at the end of a line.
   h) Edit for fragments and run-on sentences.
   i) Eliminate double negatives.
   j) Use correct spelling of commonly used words.
   k) Identify and use conjunctions.

<table>
<thead>
<tr>
<th>UNDERSTANDING THE STANDARD (Teacher Notes)</th>
<th>ESSENTIAL UNDERSTANDINGS</th>
<th>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>● The intent of this standard is that students will understand and use the editing process.</td>
<td>All students should</td>
<td>To be successful with this standard, students are expected to</td>
</tr>
<tr>
<td>● Students will work to gain more control over the conventions of writing, including composing effective sentences with subject verb agreement, spelling, capitalization, and punctuation.</td>
<td>● understand that editing for correct sentence formation, grammar, capitalization, spelling, and punctuation makes the meaning of the writing clearer to the reader.</td>
<td>● punctuate correctly</td>
</tr>
<tr>
<td>● Students will effectively use the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, and interjections.</td>
<td>● revise and edit drafts for improvement, using teacher assistance and peer collaboration.</td>
<td>● apostrophes in contractions (e.g., isn’t), and possessives (e.g., Jane’s);</td>
</tr>
<tr>
<td>● Teachers should begin to encourage students to incorporate variety into sentences, by appropriate use of subordinate (dependent) clauses.</td>
<td></td>
<td>● commas [e.g., items in a series, to set off the words yes and no; and to indicate direct address (e.g., Is that you, Chloe?)];</td>
</tr>
<tr>
<td>● Students should have practice writing on demand, for shorter time frames, and over extended periods of time.</td>
<td></td>
<td>● quotation marks with dialogue; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● hyphens to divide words at the end of a line.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● use underlining, quotation marks, or italics to indicate titles of works.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● use adverb comparisons (e.g., fast, faster, fastest).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● use adjective comparisons (e.g., big, bigger, biggest).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● use adverbs instead of adjectives where appropriate, (e.g., “He played really well.” instead of “He played real well.”).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● use a comma to separate an introductory element from the rest of the sentence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● use plural possessives, (e.g., “The books’ covers are torn.”).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● identify and use interjections (e.g., “Yikes, look at the size of that bug!”).</td>
</tr>
</tbody>
</table>
5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.
   a) Use plural possessives.
   b) Use adjective and adverb comparisons.
   c) Identify and use interjections.
   d) Use apostrophes in contractions and possessives.
   e) Use quotation marks with dialogue.
   f) Use commas to indicate interrupters.
   g) Use a hyphen to divide words at the end of a line.
   h) Edit for fragments and run-on sentences.
   i) Eliminate double negatives.
   j) Use correct spelling of commonly used words.
   k) Identify and use conjunctions.

<table>
<thead>
<tr>
<th>UNDERSTANDING THE STANDARD (Teacher Notes)</th>
<th>ESSENTIAL UNDERSTANDINGS</th>
<th>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</td>
</tr>
</tbody>
</table>
At the fifth-grade level, students will conduct short research projects based on focused questions. Students will gather relevant information from sources and integrate the information while avoiding plagiarism.
5.9 The student will find, evaluate, and select appropriate resources for a research product.
   a) Construct questions about a topic.
   b) Collect information from multiple resources including online, print, and media.
   c) Use technology as a tool to research, organize, evaluate and communicate information.
   d) Organize information presented on charts, maps, and graphs.
   e) Develop notes that include important concepts, summaries, and identification of information sources.
   f) Give credit to sources used in research.
   g) Define the meaning and consequences of plagiarism.

### UNDERSTANDING THE STANDARD

**Teacher Notes**
- The intent of this standard is that students will use information resources to locate information on a topic.
- Students will collect information from multiple resources including online, print, and media.
- After collecting needed information, students will learn to evaluate and synthesize the information to use in their oral reports or writings.
- Students will need to give credit to the author, title, and date of a resource used in research.
- **Plagiarism** is using someone else’s ideas or words without giving credit.

### ESSENTIAL UNDERSTANDINGS

All students should
- formulate initial questions about a topic and seek information by identifying, locating, exploring, and effectively using a variety of sources of information.
- recognize, organize, and record information pertinent to the topic and blend ideas accurately.
- give credit to sources used in research.

### ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

To be successful with this standard, students are expected to
- use available technology to gather information and to aid in writing.
- conduct short research projects that use sources to build knowledge on a topic.
- formulate research questions based on a topic.
- select and use appropriate references (e.g., atlases, encyclopedias) including online, print, and media resources.
- use available technology and media to organize, evaluate, and communicate information (e.g., presentation software, digital media).
- identify key terms to use in searching for information.
- organize information presented on charts, maps, and graphs.
- skim to find information related to a topic.
- select information that is related to the topic at hand.
- evaluate and combine (synthesize) related information from two or more sources.
- develop notes that include important concepts, summaries, and identification of information sources.
- summarize or paraphrase information in notes and finish work.
- prevent plagiarism and its consequences by giving credit to authors when ideas and/or words are used in research.
- provide a list of sources including author, title, and date.
LANGUAGE ARTS

VDOE Grammar Skills Progression Chart

Grade Five
# 2010 English Standards of Learning Grammar Skills Progression by Grade

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capitalize all proper nouns and the word I.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11-12</td>
</tr>
<tr>
<td>Use singular and plural nouns and pronouns.</td>
<td></td>
</tr>
<tr>
<td>Use complete sentences.</td>
<td></td>
</tr>
<tr>
<td>Use apostrophes in contractions and singular possessives.</td>
<td></td>
</tr>
<tr>
<td>Use apostrophes in contractions, possessives, and plurals.</td>
<td></td>
</tr>
<tr>
<td>Use past and present verb tense.</td>
<td></td>
</tr>
<tr>
<td>Use commas in a series.</td>
<td></td>
</tr>
<tr>
<td>Use subject-verb agreement.</td>
<td></td>
</tr>
<tr>
<td>Use noun-pronoun agreement.</td>
<td></td>
</tr>
<tr>
<td>Use singular possessives.</td>
<td></td>
</tr>
<tr>
<td>Eliminate double negatives.</td>
<td></td>
</tr>
<tr>
<td>Use plural possessives.</td>
<td></td>
</tr>
<tr>
<td>Use commas to indicate interrupters.</td>
<td></td>
</tr>
<tr>
<td>Use conjunctions.</td>
<td></td>
</tr>
<tr>
<td>Use hyphens to divide words at the end of a line.</td>
<td></td>
</tr>
<tr>
<td>Edit for fragments and run-ons.</td>
<td></td>
</tr>
<tr>
<td>Use adjective and adverb comparisons.</td>
<td></td>
</tr>
<tr>
<td>Use subject-verb agreement with intervening clauses and phrases.</td>
<td></td>
</tr>
<tr>
<td>Use pronoun-antecedent agreement to include indefinite pronouns.</td>
<td></td>
</tr>
<tr>
<td>Maintain consistent verb tense across paragraphs.</td>
<td></td>
</tr>
<tr>
<td>Use quotation marks with dialogue.</td>
<td></td>
</tr>
<tr>
<td>Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.</td>
<td></td>
</tr>
<tr>
<td>Use and punctuate correctly varied sentence structures to include conjunctions and transition words.</td>
<td></td>
</tr>
<tr>
<td>Choose the correct case and number for pronouns in prepositional phrases with compound objects.</td>
<td></td>
</tr>
<tr>
<td>Use comparative and superlative degrees in adverbs and adjectives.</td>
<td></td>
</tr>
</tbody>
</table>

Virginia Department of Education
June 2011
Use quotation marks with dialogue and direct quotations.

Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.

Use parallel structures across sentences and paragraphs.

Use appositives, main clauses, and subordinate clauses.

Use commas and semicolons to distinguish and divide main and subordinate clauses.

Distinguish between active and passive voice.

Apply rules governing use of the colon.

Use verbs and verbal phrases to achieve sentence conciseness and variety.

| The skill is introduced and appears in the grade-level writing (editing) standards. |
| The skill is not formally introduced in the grade-level writing (editing) standard. Students should be knowledgeable about the skill from previous instruction. Teachers should review skills taught in previous grades. |