FIS Grade 5 English Language & Literature Content & Outcomes

Language Foundation

Substrand: *Conventions of Standard English*

Conceptual Understanding:

- Using proper grammar mechanics promotes fluency of communication.

Student Expectation:

- LF.1 Demonstrate command of the conventions of standard English grammar and usage.

Skills and Knowledge:

- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences
- Use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses
- Use verb tense to convey various times, sequences, states, and conditions
- Recognize and correct inappropriate shifts in verb tense
- Use correlative conjunctions (e.g., either/or, neither/nor)

Conceptual Understanding:

- Using standard English capitalization, punctuation, and spelling promotes fluency of communication

Student Expectation:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

Skills and Knowledge:

- Use punctuation to separate items in a series
- Use a comma to separate an introductory element from the rest of the sentence
- Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?)
- Use underlining, quotation marks, or italics to indicate titles of works
- Spell grade appropriate words correctly, consulting digital and/or print references as needed

Substrand: Vocabulary Acquisition and Use

Conceptual Understanding:

- Applying a range of strategies when encountering new vocabulary increases our ability to comprehend and express ourselves.

Student Expectation:

- LF. 3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials, as appropriate.
- LF. 4 Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Skills and Knowledge:

- Acquire and use accurately grade appropriate general academic and domain-specific words and phrases
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis)
- Consult both print and digital reference materials (e.g., dictionaries, glossaries, thesauruses), to find the pronunciation and determine or clarify the precise meaning of keywords and phrases

Conceptual Understanding:

- Understanding word relationships and nuances in word meanings enriches our spoken and written language.

Student Expectation:

- LF. 5 Demonstrate understanding of word relationships and nuances in word meanings. Know and use the correct grammatical terminology.

Skills and Knowledge:

- Define and interpret figurative language, including similes and metaphors, in context
- Recognize and explain the meaning of common idioms, adages, and proverbs
- Define and demonstrate understanding of, synonyms, homographs, homophones, homonyms

Substrand: *Print Concepts*

Conceptual Understanding:

- N/A

Student Expectation:

- LF. 6 Demonstrate understanding of the organization and basic features of print

Skills and Knowledge:

- N/A

Substrand: *Phonological Awareness*

Conceptual Understanding:

- N/A

Student Expectation:

- LF. 7 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

Skills and Knowledge:

- N/A

Substrand: *Phonics and Word Recognition*

Conceptual Understanding:

- Knowing and applying grade-level phonics and word analysis skills helps with decoding words.

Student Expectation:

- LF. 8 Know and apply grade-level phonics and word analysis skills in decoding words.

Skills and Knowledge:

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and suffix/prefix) to read accurately unfamiliar multisyllabic words in context and out of context

Reading Informational Texts

Substrand: *Key Ideas and Details*

Conceptual Understandings:

- Readers cite specific textual evidence when making logical inferences and drawing conclusions.

Student Expectation:

- Read closely to determine what an informational text says explicitly and to make logical inferences from it.
- Cite specific textual evidence when writing or speaking to support conclusions drawn from the text

Skills and Knowledge:

- Provide textual evidence by quoting accurately from a text when drawing conclusions from the text
- Independently make and use text to self, text to text, text to world connections to make inferences and draw conclusions

Conceptual Understanding:

- Readers demonstrate understanding of texts by summarizing key facts and synthesizing information.

Student Expectation:

- Determine central ideas of an informational text and analyze their development.
- Summarize the key supporting details and ideas.

Skills and Knowledge:

- Synthesize information and determine main ideas of a text and explain how they are supported by key facts
- Make notes on and use evidence from across multiple texts to explain events or ideas

Conceptual Understanding:

- Readers develop a deeper understanding of informational texts by identifying the relationships or interactions between events, ideas or pieces of information.

Student Expectation:

- Analyze how and why individuals, events, ideas key facts develop and interact over the course of a text.

Skills and Knowledge:

- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on textual evidence

Conceptual Understanding:
- Interpreting the specific technical or subject matter vocabulary deepens our understanding of a text.

Student Expectation:
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Skills and Knowledge:
- Interpret the meaning of general academic and subject-specific words
- With support, determine the meaning of connotative and figurative language and how it shapes meaning or tone in the text

Conceptual Understanding:
- Readers use text features and informational text structures to synthesize ideas presented.

Student Expectation:
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Skills and Knowledge:
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts

Conceptual Understanding:
- Readers distinguish between fact and opinion using textual evidence and specific claims in a text when determining the usefulness of a source.

Student Expectation:
- Determine the source and purpose of a text. Distinguish between fact and opinion in an informational text
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning, as well as the relevance and sufficiency of the evidence.

Skills and Knowledge:
- Determine fact from opinion in grade level informational texts
- Analyze multiple accounts of the same event or topic (noting important similarities and differences in the point of view they represent) and evaluate the validity of the source

- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)
- Appraise a text quickly, deciding on its value, quality or usefulness

Conceptual Understanding:
- Readers draw from a range of formats and media in order to interpret and evaluate information presented.

Student Expectation:
- Integrate and evaluate content presented in diverse formats and media, including print and digital resources.

Skills and Knowledge:
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently

Conceptual Understanding:
- Readers integrate information across texts on the same topic to become more knowledgeable.

Student Expectation:
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Skills and Knowledge:
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

Conceptual Understanding:
- Readers read with sufficient accuracy and fluency to build understanding of complex informational texts.

Student Expectation:
- Read and comprehend complex informational texts independently and proficiently.

Skills and Knowledge:
- Read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4– 5 text complexity band, independently and proficiently

Substrand: *Fluency*

Conceptual Understanding:

- Readers read with sufficient accuracy and fluency to build understanding.

Student Expectation:

- Read with sufficient accuracy and fluency to support comprehension.

Skills and Knowledge:

- Read at a F&P Level Q and R independently with accuracy, appropriate rate and comprehension in October 2,
- Read at a F&P Level T and U independently with accuracy, appropriate rate and comprehension in May/June 3, 4
- Use context to confirm or self correct word recognition and understanding, rereading as necessary

Reading Literature

Substrand: *Key Ideas and Details*

Conceptual Understanding:

- Readers cite specific textual evidence when making logical inferences, personal connections and predictions.

Student Expectation:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Skills and Knowledge:

- Independently make and use text to self, text to text, text to world connections to make inferences and draw conclusions
- Use facts, inferences and information to make meaningful predictions about events, characters, and outcomes

Conceptual Understanding:

- Readers demonstrate understanding of texts by summarizing key details and identifying a story's central theme.

Student Expectation:

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Skills and Knowledge:

- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges, or how the speaker in a poem reflects upon a topic
- Summarize using key details from the text

Conceptual Understanding:

- Structural elements of a story, as well as, characters' actions and motivations contribute to the development of a text.

Student Expectation:

- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Skills and Knowledge:

- In detail, describe characters in depth, settings, or events in a text, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)
- Explain how characters' actions, settings, or events contribute to the development of the text

- Compare and contrast two or more characters, settings, or events in a text, drawing on specific details in the text (e.g., how characters interact)

Conceptual Understanding:
- Interpreting a text helps us analyze how specific word choices shape meaning or tone.

Student Expectation:
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Skills and Knowledge:
- Ask and answer questions about unknown words and phrases in a text
- Identify how specific word choices shape meaning or tone
- Identify figurative language (e.g. metaphor, simile, personification, onomatopoeia) and how it shapes the meaning of the text
- With support determine the meaning of connotative and figurative language and how it shapes meaning or tone in the text

Conceptual Understanding:
- Structural elements of a text help make the author's intention clear.

Student Expectation:
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Skills and Knowledge:
- Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem

Conceptual Understanding:
- Synthesizing ideas and information from texts influences our understanding of multiple perspectives, including our own.

Student Expectation:
- Assess how point of view and/or purpose shape the content and style of a text.

Skills and Knowledge:
- Describe how a narrator or speaker's point of view influences how events are described

Conceptual Understanding:

- Interpreting visual texts and multimedia involves making an informed judgement about the intention of the message.

Student Expectation:

- Evaluate content presented in diverse formats and media, including print and digital resources.

Skills and Knowledge:

- Analyze how visual and multimedia elements contribute to the meaning, tone, or emotion of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)

Conceptual Understanding:

- Synthesizing ideas and information from various texts leads to new ideas and understanding

Student Expectation:

- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature)
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Skills and Knowledge:

- Compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on their approaches to similar themes and topics

Conceptual Understanding:

- Reading different types of texts opens our minds to multiple perspectives and helps us to understand how people think, feel and act.

Student Expectation:

- Read and comprehend complex literary texts independently and proficiently.

Skills and Knowledge:

- By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band

Substrand: *Fluency*

Conceptual Understanding:

- Readers read with sufficient accuracy and fluency to build understanding.

Student Expectation:

- Read with sufficient accuracy and fluency to support comprehension.

Skills and Knowledge:

- Read at a F&P Level Q and R independently with accuracy, appropriate rate and comprehension in October
- Read at a F&P Level T and U independently with accuracy, appropriate rate and comprehension in May/June
- Use context to confirm or self correct word recognition and understanding, rereading as necessary

Writing

Substrand: *Text Type and Purposes*

Conceptual Understanding:

- Writers state their opinions using valid reasoning and relevant and sufficient evidence.

Student Expectation:

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Skills and Knowledge:

- Write opinion pieces on topic or text of interest , supporting a point of view with reasons and information
- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose
- Provide logically ordered reasons that are supported by facts and evidence, referring to primary and secondary sources
- Link opinion and reasons using conjunctions phrases, and clauses (e.g., consequently, specifically)
- Provide a concluding paragraph related to the opinion presented

Conceptual Understanding:

- Writers convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Student Expectation:

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Skills and Knowledge:

- Write informative/ explanatory texts that:
- Write an introduction that helps readers get interested in and understand the subject
- Introduce subtopics that will be developed later revealing the sequence
- Use illustrations, and multimedia when useful to enhance the reader's comprehension
- Gather facts, definitions, concrete details, quotations, or other information and examples from multiple primary and/or secondary sources
- Synthesize information from multiple sources to form organized and logical supporting paragraphs
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially)
- Use precise language and domain-specific vocabulary to inform about or explain the topic

- Provide a concluding paragraph that states the main points and offers a final thought or question for readers to consider

Conceptual Understanding:

- Writers use effective technique, well-chosen details, and well-structured event sequences to enhance reader comprehension.

Student Expectation:

- Write a variety of both real and imagined texts using effective technique, well-chosen details, and well-structured event sequences.

Skills and Knowledge:

- Orient the reader by establishing a situation and introducing a narrator and/or characters and organize an event sequence that unfolds naturally
- Use narrative techniques (such as dialogue, description, and pacing) to develop experiences and events or show the responses of characters to situations
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events
- Use concrete words, phrases and sensory details to convey experiences and events precisely
- Provide a conclusion that follows the narrated experiences or events
- Write poems using figurative language to communicate a deeper meaning and symbolism

Substrand: *Production and Distribution of Writing*

Conceptual Understanding:

- Through the process of planning, drafting, revising, editing, and/or trying a new approach, our writing improves over time.

Student Expectation:

- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Skills and Knowledge:

- Use several oral and written prewriting strategies
- Use mentor text and exemplars to inform the writing process
- Use criteria (e.g. checklist, rubric) to revise writing
- Using feedback from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- (Editing for conventions should demonstrate command of Language Foundations 1-4 up to and including grade 5.)

Conceptual Understanding:

- Digital tools help writers produce and publish their writing, as well as, interact and collaborate with others within and beyond the school community.

Student Expectation:

- Use digital tools to produce and publish writing and to interact and collaborate with others within and beyond the school community.

Skills and Knowledge:

- With some support, use a variety of digital tools to produce and publish writing as well as to interact and collaborate with others
- Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting

Conceptual Understanding:

- Learners recognise the need to ask open-ended guiding questions in order to organise information and inform research.

Student Expectation:

- Conduct short, as well as more sustained, research projects based on focused questions, demonstrating understanding of the subject under investigation. *(Taken from Information Literacy Scope & Sequence - Library standards)*
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
- Draw evidence from literary or informational texts to support analysis, reflection and research

Skills and Knowledge:

- Identify information needs or research topics by making connections to curricular topics and own interests. Begin to ask main questions and guiding questions.
- Formulate compelling and relevant guiding questions that define the scope of inquiry and can be researched.
- Identify types of sources both in print and online and begin to understand the differences in the information they provide.
- Organize information in a way that is appropriate for the assignment or question.
- Recognize the need to modify the research plan and do so with support.

Conceptual Understanding:

- Learners assess the credibility and accuracy of their sources and cite them when integrating new information.

Student Expectation:

- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. *(Taken from Information Literacy Scope & Sequence - Library standards)*

Skills and Knowledge:

- Select sources for currency, credibility, and relevance to own research.
- Cite source information on MLA works cited page.
- Understand the different types of information needed for different types of sources: book, magazine, database, website, interview, film and image.
- Determine strengths and weaknesses in primary and secondary sources when using them to support research.

Conceptual Understanding:

- Writers draw evidence and synthesize information when presenting and reflecting on their work.

Student Expectation:

- Draw evidence from literary or informational texts to support analysis, reflection, and research. *(Taken from Information Literacy Scope & Sequence - Library standards)*

Skills and Knowledge:

- Synthesize information and determine main ideas of a text and explain how they are supported by key facts.
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- Reflect on work, using feedback to determine ways to improve the product and process.
- Identify strengths and set goals for improvement.
- Recognize the need to modify the research plan and do so with support.

Substrand: *Handwriting*

Conceptual Understanding:

- Writing legibly for a range of tasks, purposes and audiences allows us to communicate our ideas to others.

Student Expectation:

- Write legibly to communicate ideas to others.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Skills and Knowledge:

- Consolidate a personal handwriting style that is legible, fluent and automatic, and that supports writing for extended periods
- Write routinely over extended time frames allowing for research, reflection, and revision
- Write purposefully for 50 minutes, for a range of discipline specific tasks, purposes, and audiences

Listening & Speaking

Substrand: *Comprehension and Collaboration*

Conceptual Understanding:

- Conversational skills allow people to build on other's ideas and express our own clearly and persuasively.

Student Expectation:

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing own ideas clearly and persuasively.

Skills and Knowledge:

- Engage effectively in a range of collaborative discussions (one-on- one, in groups, and teacher led) with diverse partners in academic and social situations, building on others' ideas and expressing own ideas clearly
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
- Follow agreed- upon rules for discussions and carry out assigned roles (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions

Conceptual Understanding:

- Listeners identify key ideas in spoken language and synthesize them to create their own understanding.

Student Expectation:

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Skills and Knowledge:

- Summarize a written text read aloud and information presented orally or through other diverse media and formats, including visually, quantitatively, and orally

Conceptual Understanding:

- Reflecting on what we hear helps us to summarize and evaluate the speaker's message.

Student Expectation:

- Focus on a speaker's point of view, message and use of evidence.

Skills and Knowledge:

- Evaluate the points a speaker makes and explain how each claim is supported by reasons and evidence

Substrand: *Presentation of Knowledge and Ideas*

Conceptual Understanding:

- Presentations allow us to express information and enhance understanding of a topic.

Student Expectation:

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning. The organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Skills and Knowledge:

- Recite poetry or song in front of an audience individually
- Plan, rehearse and deliver presentations for defined audiences and purposes (including informative, biographical, persuasive)
- Develop a presentation on a topic, sequencing ideas logically and providing supporting detail, including graphics, sound, and visuals to enhance audience engagement and understanding
- Use voice effects in formal presentations, such as tone, volume, pitch and pace, recognizing the effects these have on audience understanding
- Use nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes

Conceptual Understanding:

- Spoken language varies according to the purpose, context, and audience.

Student Expectation:

- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Skills and Knowledge:

- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 5 Language Foundations LF. 1 for specific expectations)