§110.2. English Language Arts and Reading, Grade 5, Adopted 2017

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--***oral language.*** The student develops oral language through listening, speaking, and discussion. The student is expected to:

(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;

(B) follow, restate, and give oral instructions that include multiple action steps;

(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and

(D) work collaboratively with others to develop a plan of shared responsibilities.

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--***beginning reading and writing.*** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate and apply phonetic knowledge by:

(i) decoding words with consonant changes, including/t/ to/sh/ such as in select and selection and/k/ to/sh/ such as music and musician;

(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;

(iii) decoding words using advanced knowledge of syllable division patterns;

(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and

(v) identifying and reading high-frequency words from a research-based list;

(B) demonstrate and apply spelling knowledge by:

(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;

(ii) spelling words with consonant changes, including/t/ to/sh/ such as in select and selection and/k/ to/sh/ such as music and musician;

(iii) spelling multisyllabic words with multiple sound-spelling patterns;

(iv) spelling words using advanced knowledge of syllable division patterns;

(v) spelling words using knowledge of prefixes; and

(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and

(C) write legibly in cursive.

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--***vocabulary.*** The student uses newly acquired vocabulary expressively. The student is expected to:

(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;

(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;

(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and

(D) identify, use, and explain the meaning of adages and puns.

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--***fluency.*** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--***self-sustained reading.*** The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

(6) Comprehension skills:listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

(A) establish purpose for reading assigned and self-selected texts;

(B) generate questions about text before, during, and after reading to deepen understanding and gain information;

(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;

(D) create mental images to deepen understanding;

(E) make connections to personal experiences, ideas in other texts, and society;

(F) make inferences and use evidence to support understanding;

(G) evaluate details read to determine key ideas;

(H) synthesize information to create new understanding; and

(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) describe personal connections to a variety of sources, including self-selected texts;

(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;

(C) use text evidence to support an appropriate response;

(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;

(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;

(F) respond using newly acquired vocabulary as appropriate; and

(G) discuss specific ideas in the text that are important to the meaning.

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-***-literary elements***. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

(A) infer multiple themes within a text using text evidence;

(B) analyze the relationships of and conflicts among the characters;

(C) analyze plot elements, including rising action, climax, falling action, and resolution; and

(D) analyze the influence of the setting, including historical and cultural settings, on the plot.

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--***genres.*** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;

(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;

(C) explain structure in drama such as character tags, acts, scenes, and stage directions;

(D) recognize characteristics and structures of informational text, including:

(i) the central idea with supporting evidence;

(ii) features such as insets, timelines, and sidebars to support understanding; and

(iii) organizational patterns such as logical order and order of importance;

(E) recognize characteristics and structures of argumentative text by:

(i) identifying the claim;

(ii) explaining how the author has used facts for or against an argument; and

(iii) identifying the intended audience or reader; and

(F) recognize characteristics of multimodal and digital texts.

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

(A) explain the author's purpose and message within a text;

(B) analyze how the use of text structure contributes to the author's purpose;

(C) analyze the author's use of print and graphic features to achieve specific purposes;

(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;

(E) identify and understand the use of literary devices, including first- or third-person point of view;

(F) examine how the author's use of language contributes to voice; and

(G) explain the purpose of hyperbole, stereotyping, and anecdote.

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--***writing process.*** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;

(B) develop drafts into a focused, structured, and coherent piece of writing by:

(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and

(ii) developing an engaging idea reflecting depth of thought with specific facts and details;

(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;

(D) edit drafts using standard English conventions, including:

(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;

(ii) past tense of irregular verbs;

(iii) collective nouns;

(iv) adjectives, including their comparative and superlative forms;

(v) conjunctive adverbs;

(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;

(vii) pronouns, including indefinite;

(viii) subordinating conjunctions to form complex sentences;

(ix) capitalization of abbreviations, initials, acronyms, and organizations;

(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and

(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and

high-frequency words; and

(E) publish written work for appropriate audiences.

(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--***genres.*** The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;

(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;

(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and

(D) compose correspondence that requests information.

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) generate and clarify questions on a topic for formal and informal inquiry;

(B) develop and follow a research plan with adult assistance;

(C) identify and gather relevant information from a variety of sources;

(D) understand credibility of primary and secondary sources;

(E) demonstrate understanding of information gathered;

(F) differentiate between paraphrasing and plagiarism when using source materials;

(G) develop a bibliography; and

(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Source: The provisions of this §110.2 adopted to be effective September 25, 2017