

BILLINGS PUBLIC SCHOOLS
LEARNING OBJECTIVES
ENGLISH LANGUAGE ARTS
FIFTH GRADE

PHILOSOPHY

The area of English Language Arts provides an integrated approach to the development of reading, writing, speaking, listening, and language. These components are learned best when they are learned together through meaningful activities. The ability to use language effectively empowers students to become competent in their world and to participate in the larger community of literate persons. The descriptions that follow offer a portrait of students who meet the standards set out in this document and are college and career ready. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

• They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

• They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

• They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

• They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.

• They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.

• They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

• They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures, including those of American Indians, and specifically, Montana Indians, through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

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MONTANA COMMON CORE ENGLISH LANGUAGE ARTS STATE STANDARDS

**Reading Standards for Literature (RL)
Reading Standards for Informational Text (RI)
Reading Standards: Foundational Skills (RF)
Writing (W)
Speaking and Listening (SL)
Language (L)**

READING STANDARDS FOR LITERATURE

Key Ideas and Details

- 5.RL.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences for the text.**
- Explain explicitness of text by quoting accurately
 - Draw inferences using textual information
- 5.RL.2 – 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 the text. Include texts by and about American Indians.**
- Determine the theme of a story, drama or poem
 - Summarize text
 - Explain how characters respond to challenges
 - Explain how the speaker reflects upon a topic
 - Summarize key ideas and details
 - Summarize how characters respond to challenges
 - Summarize how the speaker reflects upon a topic
- 5.RL.3 – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).**
- Define terms: compare and contrast
 - Identify the character, setting, and or event
 - Identify similarities of characters, settings, or events
 - Identify differences between characters
 - Compare characters, setting, and events
 - Contrast characters, setting, and events

Craft and Structure

- 5.RL.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.**
- Recognize examples of figurative language
 - Determine the meaning of words
 - Determine the figurative meaning of words and phrases
- 5.RL.5 – Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.**
- Explain how a series of chapters, scenes, and stanzas fit together
 - Explain how chapters, scenes, and stanzas provide overall structure
- 5.RL.6 – Describe how a narrator’s or speaker’s point of view influences how events are described, including perspectives of American Indians.**
- Define influences

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- Identify narrator’s or speaker’s point of view
- Identify relevant events
- Infer the characteristics of the narrator or speaker
- Describe how the narrator’s or speaker’s point of view influences descriptions

Integration of Knowledge and Ideas

5.RL.7 – Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

- Define analyze
- Identify multimedia and visual elements
- Recognize meaning, tone and beauty
- Analyze how visual elements contribute to meaning, tone, and beauty
- Analyze how multimedia contributes to meaning, tone, and beauty

5.RL.8 – Not applicable

5.RL.9 – Compare and contrast stories including traditional and contemporary in the same genre (e.g., mysteries and adventure stories by and about American Indians) on their approaches to similar themes and topics.

- Identify characteristics of a theme, topic, or genre
- Compare/contrast how stories of the same genre approach a similar theme or topic

Range of Reading and Level of Text Complexity

5.RL.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

- Identify and comprehend informational text key ideas, details, craft and structure, and integration of knowledge

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

5.RI.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- Explain explicitness of text by quoting accurately
- Draw inferences

5.RI.2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

- Explain how supporting details determine the main idea
- Determine two or more main ideas
- Explain how multiple ideas are supported by key ideas
- Summarize the multiple ideas using key details

5.RI.3 – Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Include texts by and about American Indians.

- Define relationships and interactions
- Explain the relationships or interactions between individual, events, ideas, and concepts
- Use specific information to support the relationship between individuals, ideas, and concepts

Craft and Structure

5.RI.4 – Determine the meaning of general academic and domain-specific words and

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phrases in a text relevant to a *grade 5 topic or subject area*.

- Identify general academic words and phrases and domain-specific words and phrases
- Determine the meaning of general academic phrases and domain-specific phrases

5.RI.5 – 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.

- Determine and describe the overall text structure
- Compare/contrast the overall structure of events, ideas, concepts or information

5.RI.6 – Analyze multiple accounts of the same event of topic, including those of historical and contemporary American Indian events and topics, noting important similarities and differences in the point of view they represent.

- Define influences
- Identify and describe narrator’s or speaker’s point of view
- Identify relevant events
- Infer the characteristics of the narrator or speaker
- Describe how a narrator’s point of view influences the descriptions
- Describe how the speaker’s point of view influences how the events are described

Integration of Knowledge and Ideas

5.RI.7 – 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.

- Obtain information from sources
- Recognize digital sources
- Identify problem solving steps
- Collect information/data
- Locate an answer or solve problem efficiently from various print and digital sources
- Organize information to answer efficiently

5.RI.8 – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

- Identify an author’s particular points
- Identify which evidence and reasons support each point
- Explain how to use reasons and evidence to support points

5.RI.9 – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

- Identify information within texts on the same topic
- Integrate information from texts on the same topic

Range of Reading and Level of Text Complexity

5.RI.10 - By the end of the year, 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.

- Recall/understand key ideas and details
- Identify/understand craft and structure
- Recognize/understand integration
- Comprehend craft and structure and integration of knowledge

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FOUNDATIONAL SKILLS

5.RF.1 – Not applicable

5.RF.2 – Not applicable

Phonics and Word Recognition

5.RF.3 – Know and apply grade-level phonics and word analysis skills in decoding words.

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

Fluency

5.RF.4 – Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary

WRITING

Text Types and Purposes

5.W.1 – Write opinion pieces on topics or texts, 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 details
- Link opinion and reason using words, phrases, and clauses (e.g., *consequently*, *specifically*)
- Provide a concluding statement or section related to the opinion presented

5.W.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid in comprehension
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
- 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 statement or section related to the information or explanation presented

5.W.3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; 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 and phrases and sensory details to convey experiences and events precisely
- Provide a conclusion that follows from the narrated experiences or events

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Production and Distribution of Writing

5.W.4 – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

- Analyze the reason for writing to decide the task, purpose, and audience
- Determine suitable idea development strategies
- Determine suitable organization

5.W.5 – With guidance and support 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 standards 1-3 up to and including grade 5.)

- Recognize how to plan, revise, edit, rewrite, and try a new approach to writing
- Know how to edit for conventions
- Develop and strengthen writing by planning, revising, editing, rewriting, and trying a new approach

5.W.6 – With some guidance and support from adults, use technology, including the Internet, 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 two pages in a single sitting.

- Use keyboarding skills, word processing, and the Internet to produce and publish writing in order to communicate with others
- Evaluate the technology tools for producing and publishing writing and collaborating with others

Research to Build and Present Knowledge

5.W.7 – Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Include sources and/or topics by and about American Indians.

- Identify various research sources
- Identify the different aspects of a topic
- Discriminate between various research sources
- Compare/contrast information from various research sources
- Interpret information derived from various sources
- Conduct short research projects investigating different aspects
- Participate in short research and writing projects
- Conduct investigations on different topical aspects
- Question information to build topical knowledge

5.W.8 – Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

- Define summarize
- Define paraphrase
- Recall and gather relevant information from print and digital sources
- Identify source list
- Summarize information in notes and finished work
- Paraphrase information in notes and finished work

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5.W.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., “How characters interact]”)
- Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)”)

Range of Writing

5.W.10 – 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 discipline-specific tasks, purposes, and audience.

- Identify the various purposes for writing
- Identify and understand the various organizational structures
- Identify and understand different genres or purposes for writing
- Determine when to write for short or extended time frames
- Determine the appropriate organizational structure for specific audiences and purposes

SPEAKING AND LISTENING

Comprehension and Collaboration

5.SL.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others; ideas and expressing their own 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
- 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

5.SL.2 – Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- Summarize a written text read aloud
- Summarize information presented in diverse media visually, quantitatively, and orally

5.SL.3 – Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

- Identify speaker’s points, claims, reasons, or evidence
- Summarize speaker’s points
- Explain how a speaker’s claim is supported

Presentation of Knowledge and Ideas

5.SL.4 – Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts, and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include sources by and about American Indians.

- Identify an opinion and facts
- Identify descriptive details

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- Clearly pronounced and enunciate words at an understandable pace
- Sequence ideas logically
- Determine appropriate facts and details to support ideas or themes

5.SL.5 – Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

- Define multimedia components
- Determine when to add graphics, sound, or visual displays

5.SL.6 – Adapt speech to a variety of contexts and tasks, using formal English when appropriate to tasks and situation. (See *grade 5 Language standards 1 and 3* for specific expectations.)

- Identify audience, task, and situation
- Identify characteristics of formal and informal speaking
- Distinguish between formal and informal speech
- Analyze situation to determine appropriate speech use

LANGUAGE

Conventions of Standard English

5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences
- Form and 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*)

5.L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 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 references as needed

Knowledge of Language

5.L.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style
- Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems

Vocabulary Acquisition and Use

5.L.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.

- 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 reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases

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5.L.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figurative language, including similes and metaphors, in context
- Recognize and explain the meaning of common idioms, adages, and proverbs
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words

5.L.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

- Acquire and use grade appropriate general and domain-specific academic words
- Know words that signal contrast, addition and logical relationships
- Use vocabulary that signals contrast, addition, and other logical relationships
- Use general and domain-specific academic words and phrases