

# Suffield Public Schools

## Grade 5 ELA

### Report Card Companion Document



## ELA

English Language Arts continues to be an essential aspect of every curriculum and each individual's educational process. Teaching language arts as distinct and specific classes is critically important to learn specific writing, reading, and listening skills, but it is also necessary for student success to take an interdisciplinary approach by applying language arts skills to other subjects. The Common Core provides students the opportunity to read stories and literature, as well as more complex texts that provide facts and background knowledge. Throughout ELA lessons, students will be challenged and asked questions that push them to refer back to what they've read. These questions all students to use critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life. The following guide will help you gain a better sense of what each of the Common Core Standards requires students to achieve.



## READING LITERATURE

**Understands the meaning of text-** Proficient readers quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. They can explain the basic events that happen in a story, play or poem. They can pick out details that are important. They can describe the setting (place). Proficient readers can describe the events that happen in a story or poem. They can choose direct quotes from the text to support the understanding of the author's meaning. They can choose quotes from the text to support inferences from the text.

**Analyzes craft and structure of text-** Proficient readers 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. They can state the theme of the text. They use at least 2 areas to look for the theme of a story (high drama series, chapter openings, final pages of the book). They understand that authors use repeating language to hint at a theme. Proficient readers understand how characters respond to challenges they face. They include details from the beginning, middle and end of the book in the summary.

**Reads to extend and deepen one's knowledge of text-** By the middle of the year, proficient readers read and comprehend literature including stories, dramas, and poetry in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. They can determine how complex a text might be. Proficient readers can determine if they can read it independently or with help. They can put in supports if needed. They make sure to read a range of texts.

### READING INFORMATIONAL TEXT

**Understands the meaning of text-** Proficient readers quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. They can state the purpose for reading. They can state the topic/subject and what the text says about it. Proficient readers can pick out details that are most important. They can describe the setting (place). Proficient readers can find textual evidence supports their account of what the text says. They can cite some evidence (a detail, quotations, or example) to support their inference or explanation of the literal meaning of the text.

**Analyzes craft and structure of text-** Proficient readers determine at least 2 main ideas of a text, and explain how they are supported by details; summarize the text. They understand what the book/article is about. They understand most of the key ideas the author develops throughout the text. They can state most of the details that help them determine this. They can use most of the details and facts from the text when summarizing what the text is about. Proficient readers explain the relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. They can determine the type of text. They can explain why at least 2 of the following (people, events, ideas, or concepts) the author treats as important in the text. They can state relationships or interactions. They can state key details that help to support their explanations. They can state how people, events and ideas

connect together. They can state connections and relationships between procedures, steps, and so on. Proficient readers 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. They understand what the text is about. They can state the important events, ideas, or information in each text. They can identify keywords that help them find patterns of at least 2 of the following (chronology, cause/effect, or problem/solution) in each text. They can determine how texts and information are similar or different. They understand how the structure of the texts affect meaning and style.

**Reads to extend and deepen one's knowledge of text-**By the middle of the year, proficient readers read and comprehend informational texts, including history/social studies, science and technical texts, at middle of the grade 5 text complexity band independently and proficiently. They can determine how complex a text might be. They can determine if they can read it independently or with help. They can put in supports if needed.

## WRITING

**Writes opinion, informational, and narrative pieces with details and elaboration-** Proficient writers write **opinion** pieces on topics or texts, supporting a point of view with reasons and information . They introduce a topic to text, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. They can provide reasons that are supported by facts and details. They link most opinions and reasons using words, phrases, and clauses (e.g. consequently, specifically). They provide a concluding statement or section related to the opinion presented. Proficient writers write **informative/explanatory** texts to examine a topic and convey ideas and information clearly. They introduce a topic, providing a general observation and focus, and group related information logically; including some formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension. They can develop the topic with at least 3 facts, definitions, concrete details, quotations, or other information and examples related to the topic. They link ideas with and across categories of information using some words, phrases, and clauses (e.g. in contrast, especially). They use language and vocabulary to inform about or explain the topic. They provide a concluding statement or section related to the information or explanation presented. Proficiency writers write **narratives** to develop real or imagined experiences or events using effective



techniques, descriptive details and clear event sequences. They orient the reader by establishing a situation and introducing a narrator and/or characters; organize events or sequences. They use at least 2 of the following narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. They use transitional words, phrases, and clauses to manage the sequence of events. They use phrases and details to convey experiences and events precisely. They provide a conclusion that follows from the narrated experiences or events.

**Plans, revises, edits, and rewrites to strengthen writing-** Proficient writers generate and gather ideas about a topic with help from classmates and teachers, making a plan for how to write about and use those ideas, not only for drafting what to say but deciding how to best say or organize it by choosing different formats, mixing media, or blending genres. Students then improve the writing by revising, editing, rewriting, or starting all over with a new idea. They can state a topic. They can improve their paper by choosing a different structure, or shift the emphasis to a different topic. They can revise their paper by changing words, adding details, or cutting out sections. Proficient writers can fix most spelling, punctuation, grammar, etc. so that information is clear to the reader. They occasionally use peers and teachers for feedback to help improve their paper.

**Researches to gather information and presents in an effective manner-** Proficient writers gather, investigate or observe information to conduct a short research project and build knowledge about a specific topic. They can formulate a topic to research. They create some questions to ask to help get the information they need. They know at least 3 resources to look to locate their information. Proficient writers use at least 3 different sources to gather information. They make some observations to build on knowledge about their topic. They take brief notes to categorize the information.

## **READING FOUNDATIONAL SKILLS**

**Knows and applies grade level phonics and word analysis-** Proficient readers 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. They know the meaning of words (out of context). They can use context clues to help them figure out the meaning of a word. They can break the word into syllables. Proficient reader knows prefixes and its meaning

(*non, over, mis, de, under, bi, tri*). They know suffixes and its meaning (*tion, il, ial, ness, ment, en*). They know root words (*rupt, terr, tract*).

**Reads with sufficient accuracy and fluency to support comprehension-**

Proficient readers read with at least 98% on level U text with at least satisfactory comprehension. They read WPM (125-145) scoring a 3 on fluency rubric consistently. Proficient readers can read grade-level text with purpose and understanding. They can read grade-level text orally with accuracy, appropriate rate, and expression on successive reading. They can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## LANGUAGE CONVENTIONS

**Demonstrates command of the conventions of standard English when writing-**

Proficient writers use a variety of punctuation to fix any run-on sentences. They use correct punctuation to cite sources. Proficient writers use a comma before a coordinating conjunction in a compound sentence. They spell most grade-appropriate words correctly, consulting references as needed.

**Demonstrates command of the conventions of standard English when speaking-**

Proficient communicators explain the function of conjunctions, prepositions, or interjections in general and their function in particular sentences. They forms the perfect (e.g. I had walked; I have walked; I will have walked) verb tenses. They use verb tense to convey various times, sequences, and states Proficient communicators recognize inappropriate shifts in verb tenses. They use some correlative conjunctions (e.g. either/or, neither/nor).

## SPEAKING AND LISTENING

**Participates effectively in a range of conversations-**

Proficient communicators engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4-5 topics and texts, building on others ideas and expressing their own clearly. They come to discussions prepared, having read or studied required material; and draws on other information known about the topic to explore ideas under discussion. They follow most agreed-upon rules for discussions and carry out assigned roles. Proficient communicators poses and responds to specific questions to clarify or follow up on information, and make comments that contribute to the discussion. They review the key ideas expressed and explain their own ideas in light of the discussion.

**Presents information, findings, and supporting evidence appropriate to task, purpose, and audience-** Proficient communicators report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant descriptive details, speaking clearly at an understandable pace. They can choose a topic and stay on topic using a few details. They include a beginning, middle and end with some facts and details. They can add some descriptive language to their details.

## How To Support Your Child

# Ways a Parent Can Help with **READING**

<p><b>1</b> <b>Let your child see you reading!</b></p> <p>Have magazines and books in your home.</p>	<p><b>2</b> Help your child find appropriate word &amp; reading games on the computer.</p> <hr style="width: 20%; margin: 5px auto;"/> <p>Keep a dictionary on hand. Help your child look up new words they read or hear.</p>	<p><b>3</b> <b>Read mysteries with your child and try to figure out the clues together.</b></p>
<p><b>4</b> <b>Movie version coming out?</b></p> <p>Read the book together first, then talk about which you each liked better.</p>	<p><b>5</b> <b>Set aside a time and place for your child to read -</b></p> <p>like a comfy chair and a reading light in a quiet place</p>	<p><b>6</b> <b>Visit your public library regularly.</b></p> <p>Look for and read together the books that were your favorites when you were a kid.</p>
<p><b>7</b> <b>Encourage your child to write -</b></p>	<p><b>8</b> <b>Ask your child questions about what he or she is reading, such as:</b></p>	

**Additional Resources:**

- [Common Core State Standards for English Language Arts](#)
- [Supporting Your Child's Reading- Ideas for Prek-5](#)
- [Fountas and Pinnell Instructional Level Expectations](#)
- [Instructional Level Comprehension Questions](#)