

# 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 allow 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 demonstrate understanding of a text by using text evidence to explain when drawing inferences. Proficient readers determine the theme from details in the text. They recognize how characters respond to challenges. Proficient readers summarize the texts they read. They can compare and contrast, drawing on specific details.

**Analyzes craft and structure of text-** Proficient readers identify the craft techniques the author used. They write about the goals the writer might have had in mind. Proficient readers consistently use literary language in my response. They can explain how the text would have been different if the author had made different craft choices.

**Reads to extend and deepen one's knowledge of text-** Proficient readers analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. Proficient readers can compare and contrast stories in the same genre.

## READING INFORMATIONAL TEXT

**Understands the meaning of text-** Proficient readers explain what the text says explicitly and when drawing inferences from the text. Proficient readers determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. Proficient readers 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. Proficient readers keep their opinions separate from the ideas presented in the text and avoid mentioning minor details.

**Analyzes craft and structure of text-** Proficient readers determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. They can compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. Proficient readers analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. They use academic language to name craft and structure goals and techniques, using terms like *surprising statistics* and *suggests the significance of a point*.

**Reads to extend and deepen one's knowledge of text-** Proficient readers 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. They can explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). Proficient readers integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

## WRITING

**Writes informational, and narrative pieces with details and elaboration-** Proficient writers develop characters, setting, and plot throughout the story, especially the heart of the story with a blend of description, action, dialogue, and thinking. Proficient writers show why characters did what they did by including their thinking and their responses to what happened. Proficient writers include precise details and use figurative language so that readers can picture the setting, characters, and events.



**Plans, revises, edits, and rewrites to strengthen writing-** Proficient writers use checklists, peer feedback and teacher feedback to plan, revise and edit their writing. Proficient writers use paragraphs to separate different parts or time of the story and to show when a new character was speaking. Some parts of the story may be longer and more developed than others.

**Researches to gather information and presents in an effective manner-** Not Applicable at this time of the year.

## 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 such as roots and affixes, to read accurately unfamiliar multisyllabic words in and out of context.

**Reads with sufficient accuracy and fluency to support comprehension-** Proficient readers read grade-level text with purpose and understanding. Proficient readers read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Proficient readers 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 knowledge of word families and spelling rules to help spell and

edit. They use the word wall and dictionaries to help when needed. Proficient writers use commas to set off introductory parts of sentences. They also use a variety of punctuation to fix any run-on sentences. Proficient writers use commas to show talking directly to someone.

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

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

## **SPEAKING AND LISTENING**

**Participates effectively in a range of conversations-** Proficient communicators engage effectively in a range of collaborative discussions either one-on-one, in groups, or teacher-led, with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. They are prepared, having read or studied required material; explicitly draws on that preparation and other information known about the topic to explore ideas under discussion. Proficient communicators follow agreed-upon rules for discussions and carry out assigned roles. They pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Proficient communicators review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. Proficient communicators summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. They summarize the points a speaker makes and explains how each claim is supported by reasons and evidence.

**Presents information, findings, and supporting evidence appropriate to task, purpose, and audience-** Proficient communicators can 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. Proficient communicators can include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. They can demonstrate knowledge of English grammar and usage when speaking. Proficient communicators can expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

## How To Support Your Child

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

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

### 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](#)

