

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 quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. They can explain what happens in a story, play or poem. They can pick out specific details that are most important. They can describe the setting (time and place). Proficient readers can describe the main events in a story or poem. They can choose direct, explicit quotes from the text to support the understanding of the author's meaning. They can choose direct 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 explain the theme of the text. They know where to look for the theme of a story (high drama series, chapter openings, final pages of the book). Proficient readers understand that authors use symbols and repeating language to hint at a theme. They can state how characters respond to challenges they face. They include specific 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 end of the year, proficient readers can read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4-5 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. Proficient readers 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 explain the purpose for reading. They can explain the topic/subject and what the text says about it. They can pick out specific details that are most important. Proficient readers can describe the setting (time and place). They can state how the textual evidence supports their account of what the text says. They can cite 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 two or more main ideas of a text, and explain how they are supported by details; summarize the text. They understand the main ideas of the text. They understand the key ideas the author develops throughout the text. They can state specific details that help them determine this. They can use details and facts from the text when summarizing what the text is about. 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. They can determine the type of text. They can explain which people, events, ideas, or concepts the author treats as important in the text. They can explain relationships or interactions. They can explain key details that help to support their explanation. They can explain how people, events and ideas connect together. They

can explain 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 can determine the main idea of the text. They can explain the important events, ideas, or information in each text. They can identify keywords that help them find patterns such as chronology, cause/effect, or problem/solution in each text. They can determine how texts and information are similar. They can explain how the texts and information are different. They can explain how the structure of the texts affect meaning and style.

Reads to extend and deepen one's knowledge of text-By the end of the year, proficient readers can read and comprehend informational texts, including history/social studies, science and technical texts, at high end 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, clearly state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. They provide logically ordered reasons that are supported by facts and details. They link 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 can write **informative/explanatory** texts to examine a topic and convey ideas and information clearly. They introduce a topic clearly, providing a general observation and focus, and group related information logically; including formatting (e.g. headings), illustrations, and multimedia when useful to aid comprehension. They develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. They link ideas with and across categories of information using words, phrases, and clauses (e.g. in contrast, especially). They use precise language and domain specific vocabulary to inform about or explain the topic. They provide a concluding statement or section related to the information or explanation presented. Proficient 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 that introduces a narrator and/or characters; and organizes event sequences that unfold naturally. They use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. They use a variety of transitional words, phrases, and clauses to manage the sequence of events. They use concrete words and phrases and sensory 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 clear topic. They can improve their paper by choosing a different structure, format, or medium- or shift the emphasis to a different topic. They can revise their paper by changing words, adding details, cutting out sections or changing the sequence. Proficient writers can fix spelling, punctuation, grammar, etc. so that information is clear to the reader. They 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 multiple questions to ask to help get the information they need. They know a variety of resources to locate their information. Proficient writers use a variety of different sources to gather information. They make observations to build on knowledge about their topic. They take 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 readers know prefixes and their meaning (*fore, semi, anti, auto, multi, poli, deca, kilo, centi*). They know suffixes and their meaning (*ation, ition, able, ible, logy, ence, ance*). They know root words (*ject, struct, vis, vid, jur, juris, mit, audi, dict*).

Reads with sufficient accuracy and fluency to support comprehension-

Proficient readers read with at least 98% on level V/W text with at least satisfactory comprehension. They can read 125-145 WPM and score 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 punctuation to separate items in a series. They use commas to separate an introductory element from the rest of the sentences. They 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?*). Proficient writers use underlining, quotation marks, or italics to indicate titles of works. They spell 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, and interjections in general and their function in particular sentences. They form and use the perfect (e.g. *I had walked; I have walked; I will have walked*) verb tenses. They use verb tenses to convey various times, sequences, states and conditions. They recognize and correct inappropriate shifts in verb tenses. They use 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 5 topics and texts, building on others ideas and expressing their own clearly. They come to discussions prepared, having

read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion. They follow agreed-upon rules for discussions and carry out assigned roles. Proficient communicators pose and respond to specific questions by making comments that contribute to the discussion and elaborates on the remarks of others. They review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Presents information, findings, and supporting evidence appropriate to task, purpose, and audience- Proficient communicators report on a topic or text or presents an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main idea or themes; speak clearly at an understandable pace. They can choose a topic and stay on topic. Proficient communicators share the main idea or theme of their topic. They include details. They ask for feedback on the pace of the speaking.

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](#)