Virginia English

Grade 5

Foundations for Reading FFR

1 **See Kindergarten for standards that address Print Concepts.** 5.FFR.1

2 **See Kindergarten through grade two for standards that address Phonological and Phonemic Awareness.** 5.FFR.2

3 **Phonics and Word Analysis: The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text.** 5.FFR.3

- A Use knowledge of syllabication and syllable types to decode and encode words. 5.FFR.3.A
- B Use knowledge of morphology (suffixes, prefixes, root/base) to decode words. 5.FFR.3.B
- C Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy. 5.FFR.3.C

Developing Skilled Readers and Building Reading Stamina DSR

1 **The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.** 5.DSR.1

- A Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12). 5.DSR.1.A
- B Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 4-5 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12). 5.DSR.1.B
- C When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences from texts, including quoting or paraphrasing accurately and tracing where relevant evidence is located (Textual Evidence, K-12). 5.DSR.1.C
- D Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary K-12). 5.DSR.1.D

E Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to common organizational text structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12). 5.DSR.1.E

Reading and Vocabulary RV

RV. The student will systematically build vocabulary and word knowledge based on gradefive content and texts. 5.RV

1 Vocabulary Development and Word Analysis 5.RV.1

A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics. 5.RV.1.A

B Discuss meanings of complex words and phrases acquired through conversations and literature. 5.RV.1.B

C Determine the meaning of complex words using frequently occurring root words and inflectional affixes (e.g., -s, -ing,-ed). 5.RV.1.C

D Use the context of a sentence to apply knowledge of homophones. 5.RV.1.D

E Apply knowledge of grade-level appropriate synonyms and antonyms to better understand each word. 5.RV.1.E

F Analyze the morphological relationships between words, including how Greek and Latin affixes and roots impact the meaning. 5.RV.1.F

G Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text. 5.RV.1.G

H Distinguish shades of meaning among verbs and adjectives. 5.RV.1.H

I Use strategies to infer word meanings. 5.RV.1.I

J Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases. 5.RV.1.J

K Use newly learned words and phrases in discussions and speaking activities. 5.RV.1.K

Reading Literary Text RL

RL. The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include poetry, fantasy, humor, mystery, adventure, realistic fiction, historical fiction, and folklore/tall tales, with a focus on fantasy. 5.RL

1 Key Ideas and Plot Details 5.RL.1

A Summarize the story or play, including the overarching theme and lessons learned, and explain how they are developed or conveyed through specific details. 5.RL.1.A

B Describe plots in stories as a sequence of events that develops the central conflict and resolution, including initiating events, climax, and resolution. 5.RL.1.B

C Explain how events from the plot cause the character(s) to change or evolve and how the development of character(s) or settings impact the plot. 5.RL.1.C

2 Craft and Style 5.RL.2

- A Describe how an author develops a character through what characters say, think, do, and how other characters respond. 5.RL.2.A
- B Analyze the author's use of language (e.g., synonyms, figurative language, sensory words, dialogue, dialect) and their impact on understanding characters, setting, and plot events. 5.RL.2.B
- C Analyze how the characteristics of a poem and the author's use of patterns of sound (e.g., rhyme, rhythm, alliteration, consonance) impact meaning. 5.RL.2.C

3 Integration of Concepts 5.RL.3

- A Set a purpose for reading by activating prior (experience) and background (content) knowledge. 5.RL.3.A
- B Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narratives. 5.RL.3.B
- C Compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events. 5.RL.3.C

Reading Informational Text RI

RI. The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read. 5.RI

1 Key Ideas and Confirming Details 5.RI.1

- A Summarize the main ideas of texts and specific paragraphs within them, including how they are developed through the details. 5.RI.1.A
- B Summarize events, procedures, ideas, or concepts in historical, scientific, or technical texts, including what happened, how, and why. 5.RI.1.B
- C Describe how an author uses reasons, evidence, and opinions to support points in a text, by identifying (and accurately quoting) which reasons and evidence support which point(s). 5.RI.1.C

2 Craft and Style 5.RI.2

- A Describe the overall organization patterns of texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological) and how each successive part builds on earlier sections, using available transitional words and phrases. 5.RI.2.A
- B Examine text features and search tools in multiple print and digital sources to evaluate and gain meaning from the information found. 5.RI.2.B
- C Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of the text. 5.RI.2.C

3 Integration of Concepts 5.RI.3

- A Use prior (experience) and background (content) knowledge as context for new learning. 5.RI.3.A

B Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 5.RI.3.B

C Explain the relationships or interactions between two or more individuals, events, procedures, ideas, or concepts in a historical, scientific, or technical texts, including what happened and why based on specific information in the text. 5.RI.3.C

Foundations for Writing FFW

FFW. The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly. 5.FFW

1 Handwriting 5.FFW.1

A Maintain legible printing. 5.FFW.1.A

B Maintain legible cursive. 5.FFW.1.B

C Sign first and last name. 5.FFW.1.C

2 Spelling 5.FFW.2

A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to spell accurately. 5.FFW.2.A

B Use phoneme-grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy. 5.FFW.2.B

Writing W

W. The student will compose various works for diverse audiences and purposes, linked to grade five content and texts. 5.W

1 Modes and Purposes for Writing 5.W.1

A Write personal or fictional narratives in prose or poetic form that organize the writing around a central problem, conflict, or experience using descriptions or dialogue to develop the experience(s). 5.W.1.A

B Write expository texts to examine a topic and convey ideas that develop the focus with relevant facts, concrete details, and examples from multiple sources and are grouped logically. 5.W.1.B

C Write persuasive pieces on topics or texts, including media messages, supporting a clear perspective with adequate facts, reasons, and logically grouped information. 5.W.1.C

D Write in response to texts read (including summaries, reflections, and descriptions) in which students demonstrate their thinking with details, examples, and other evidence from the text that are logically grouped. 5.W.1.D

2 Organization and Composition 5.W.2

A Engage in writing as a process to compose well-developed paragraphs. This includes: 5.W.2.A

i Introducing a clear topic sentence and logically organizing ideas and factual evidence to support the position in persuasive writing. 5.W.2.A.I

ii Developing, selecting, and organizing ideas relevant to topic, purpose, and genre, using precise and descriptive language and tone-specific vocabulary to enhance the central idea, tone, and voice. 5.W.2.A.II

iii Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another. 5.W.2.A.III

iv Providing a concluding statement or section. 5.W.2.A.IV

3 Usage and Mechanics 5.W.3

A With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and precise word choice. 5.W.3.A

B Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations). 5.W.3.B

Language Usage LU

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The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate. 5.LU

1 Grammar 5.LU.1

A Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 5.LU.1.A

B Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing. 5.LU.1.B

C Use interjections, prepositional phrases, and coordinating and subordinating conjunctions in writing to join words and phrases in a sentence. 5.LU.1.C

D Recognize and correct inappropriate shifts in verb tense and number in writing. 5.LU.1.D

E Use standard subject-verb agreement when speaking and writing. 5.LU.1.E

2 Mechanics 5.LU.2

A Use commas correctly in compound sentences. 5.LU.2.A

B Use colons to separate hours and minutes and to introduce a list. 5.LU.2.B

C Use a hyphen to divide words at the end of a line in writing. 5.LU.2.C

D Use spelling patterns and generalizations (e.g., word families, syllable patterns, ending rules) when pronouncing and writing words. 5.LU.2.D

E Consult reference materials to check and correct spelling. 5.LU.2.E

Communication and Multimodal Modal Literacies C

C. The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together. 5.C

1 Communication, Listening, and Collaboration 5.C.1

A Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes: 5.C.1.A

i Listening actively and speaking using agreed-upon discussion rules. 5.C.1.A.I

ii Respectfully demonstrating agreement or disagreement with others' ideas. 5.C.1.A.II

iii Asking and answering relevant questions to build on others' ideas, clarify ideas, and acquire or confirm information. 5.C.1.A.III

iv Summarizing the main ideas being discussed, using evidence, examples, and details to support opinions and conclusions. 5.C.1.A.IV

B Share responsibility for the learning based on assigned roles and/or task expectations. 5.C.1.B

2 Speaking and Presentation of Ideas 5.C.2

A Report orally on a topic or text or present an opinion in an organized manner. This includes: 5.C.2.A

i Using content specific vocabulary, appropriate fact,s and relevant descriptive details to support themes or central ideas. 5.C.2.A.I

ii Demonstrating appropriate speaking techniques (e.g., adequate volume and clear pronunciation) suitable to the audience, purpose, and situations. 5.C.2.A.II

iii Using facial expressions and gestures to support, accentuate, or dramatize the message during oral presentations. 5.C.2.A.III

iv Demonstrating awareness of and sensitivity to the appropriate use of words (e.g., avoiding stereotypes, multiple meanings of words). 5.C.2.A.IV

v Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathering responses, and movement). 5.C.2.A.V

3 Integrating Multimodal Literacies 5.C.3

A Select, organize, and create engaging presentations that include multimedia components and visual displays. 5.C.3.A

B Strategically use two or more interdependent modes of communication to convey the intended message and enhance the development of main ideas or themes. 5.C.3.B

4 Examining Media Messages 5.C.4

A Deconstruct various types of media to identify the characteristics and determine the effectiveness of the intended messages. 5.C.4.A

B Identify the purpose, intended audience, and credibility of information (e.g., auditory, visual, and written media messages) being presented. 5.C.4.B

C Compare and contrast techniques used in a variety of media messages (e.g., animation, famous images and words, music and sound, photo-editing). 5.C.4.C

Research R

R. Research R

The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-five content and texts, solve problems, and support cross-curricular learning. 5.R

1 Evaluation and Synthesis of Information 5.R.1

A Formulate questions that help narrow the topic and revise questions as needed based on research. 5.R.1.A

B Identify search terms to locate information and gather relevant information from various print and digital sources to address the research. 5.R.1.B

C Organize and synthesize information from the print and digital resources, evaluating their relevance, reliability, and credibility. 5.R.1.C

D Develop notes that include important concepts, summaries, and identification of information sources. 5.R.1.D

E Organize and share information orally, in writing, or through visual display. 5.R.1.E

F Avoid plagiarism and give proper credit by providing citations whenever using another person's media, facts, ideas, graphics, music, and direct quotations. 5.R.1.F