

5

Fifth Grade

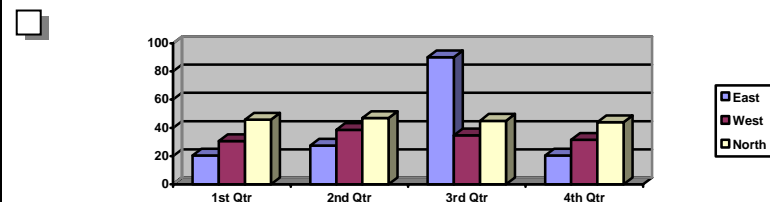
English Language Arts Standards

WHAT I NEED TO LEARN BY THE END OF FIFTH GRADE IN READING & WRITING

- ☺ I can read aloud fiction and nonfiction smoothly with expression as if I were talking to someone.
- ☺ I can use Greek and Latin roots, prefixes, and suffixes to find the meaning of new words.
- ☺ I can tell or show how synonyms mean the same, antonyms mean the opposite, and homographs look the same but mean something different.
- ☺ I can tell when words are used figuratively and explain what they mean.
- ☺ I can use pictures, graphs, and other features in my textbook to help me understand what I've read.

HELPFUL HINTS & EXAMPLES

- Listen to your child read a passage to see if it sounds as if s/he is having a conversation.
- Greek:
 - ◆ demos = people
 - ◆ democracy = rule by the people
 - ◆ demonstration = display by the people
- ◆ **Synonyms:** journey/trip
- ◆ **Antonyms:**
 - hot/cold
 - day/night
- ◆ **Homographs:**
 - Fire (burns), fire (shoot a gun), or fire (get rid of an employee);
 - Mint (candy), or mint (money factory)
- ◆ “raining cats and dogs”
- ◆ “piece of cake”
- ◆ “easy as pie”



5

Fifth Grade

English Language Arts Standards

WHAT I NEED TO LEARN BY THE END OF FIFTH GRADE IN READING & WRITING

- ☺ Structural Features of Informational Materials: I can write or tell a summary of what I've read in a meaningful order.
- ☺ I can find the main idea in something written, show parts of the passage that explain why, and tell how they support the big idea.
- ☺ I can find facts, opinions, and inferences in what I've read.
- ☺ I can name the genre I'm reading, tell what makes it different from other genres, and explain why the author chose that genre.
- ☺ I can find the plot of a story, explain the problems and tell how they were solved.
- ☺ I can analyze characters by comparing and contrasting their actions, motives, and appearances.

HELPFUL HINTS & EXAMPLES

- ♦ first, second (next), last
- ♦ the summary follows a chronological order—it doesn't skip around.
- For the main idea, find:
 - ♦ supporting detail #1; supporting detail #2, and supporting detail #3.
- ♦ Fact: something that can be proven.
- ♦ Opinion: someone's idea.
- ♦ Inference: an idea that is not directly stated.
- Poetry, drama, fiction, nonfiction.
 - ♦ Explain the differences between these genres to your parents.
- Goldilocks and the Three Bears*
Problem: Goldilocks was hungry.
Solution:
 1. She went into a stranger's house.
 2. She ate their food, broke and messed up their chairs, messed up their beds, and fell asleep.
 3. She got caught.
- Goldilocks ruined the bears' breakfast, furniture, and blankets. The bears were angry and chased her away. She was frightened and was lucky not to have other consequences. These scenes illustrate that it is dangerous to go into a stranger's house and it is very inconsiderate to use others' possessions without their permission.

5

Fifth Grade

English Language Arts Standards

WHAT I NEED TO LEARN BY THE END OF FIFTH GRADE IN READING & WRITING

- ☺ I can pick out symbols and ideas that are found in myths from around the world.
- ☺ I can write an organized, multi-paragraph, narrative composition (tell a story), with a well-developed plot or situation that includes a descriptive setting and ending.
- ☺ I can write a multi-paragraph, non-fiction (expository) essay that contains a topic with supporting ideas, details and transitions written in sequence or chronological order, and an ending paragraph that retells the main ideas.
- ☺ I can use a thesaurus to find new words to use in my writing.
- ☺ I can use the writing process to make my work better by editing and revising it.
- ☺ I can write a narrative composition that contains a plot, point of view, setting, and conflict.
- ☺ I can write a response to literature to show that I understand the literary work.
- ☺ I can write a research report.

HELPFUL HINTS & EXAMPLES

- Tricksters
 - ◆ The Number Three
 - ◆ Fairy godmother (Cinderella)
 - ◆ Magical caretakers (Merlin from King Arthur)
 - ◆ The youngest conquers (wins)
- Expository essays give information, such as in a report.
- A thesaurus is a book or electronic source that shows synonyms and antonyms for words.
- The writing process includes these, or similar steps:
 - ◆ brainstorming or pre-writing
 - ◆ the rough draft or sloppy copy
 - ◆ feedback, rewriting, revisiting, and/or editing
 - ◆ final copy
- I can give my opinion about what I have read.
- State reports.

5

Fifth Grade

English Language Arts Standards

WHAT I NEED TO LEARN BY THE END OF FIFTH GRADE IN READING & WRITING

- ☺ I can write a persuasive composition.
- ☺ I can identify prepositional phrases, appositives, independent clauses, dependent clauses, transitions and conjunctions, and use them correctly in my writing.
- ☺ I can identify and correctly use verbs, modifiers (adjectives and adverbs), and pronouns.
- ☺ I can use correct punctuation for sentences, time, lists, quotations, and titles.
- ☺ I can use correct capitalization.
- ☺ I know how to spell roots, suffixes, prefixes, contractions, and syllables correctly.

HELPFUL HINTS & EXAMPLES

- I can write a convincing letter to get my allowance increased.
- Appositives: A beautiful collie, Skip was my favorite dog.
Prepositional phrase: Let's go into the barn.
Conjunctions: and, but, or, nor

- Transitions: as a result, therefore, on the other hand, nevertheless
- Independent Clause: I will go (can stand alone)
- Dependent Clause: if I am invited (cannot stand alone)
- ◆ Verbs are action words and forms of "to be" (is, as, was, were, etc.).
 - ◆ Modifiers are adverbs and adjectives. Adverbs add description to verbs (cheered *loudly*), and adjectives add description to nouns (*red* car).
 - ◆ Pronouns replace nouns (he, she, it, they, you, we, etc.). For example, Patty laughed happily; *She* laughed happily.
- ◆ Ten o'clock = 10:00
 - ◆ List: lions, tigers, and bears.
 - ◆ Quotations: She said, "It is hot in here!"
 - ◆ Underline titles of magazines, books, newspapers, and movies.
 - ◆ Put quotation marks around titles of short stories, songs, articles, book chapters and most poems.
 - ◆ Italicize names of plays.
- Beginning of sentences, titles, and proper nouns.