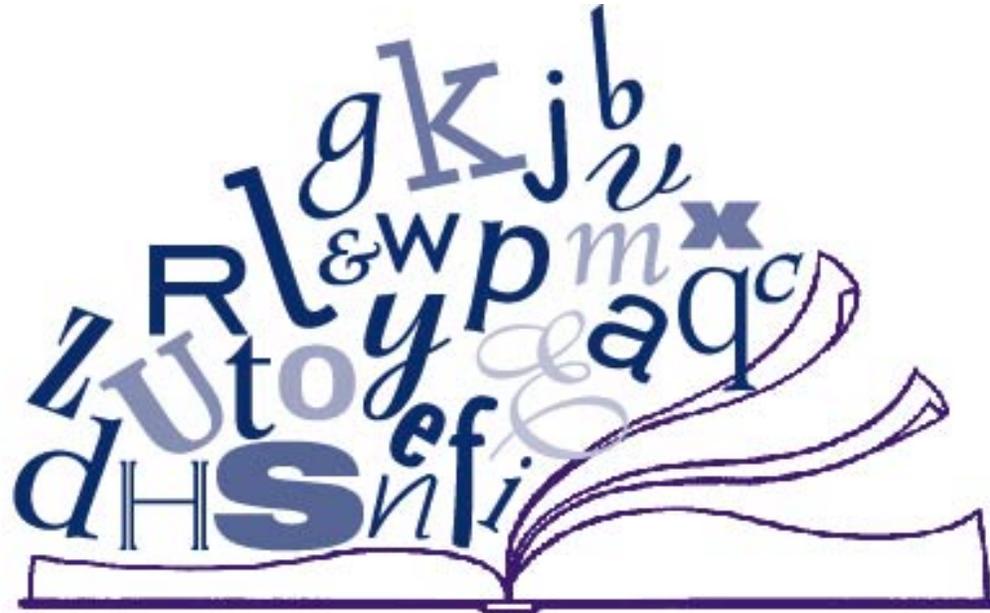


ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK



Commonwealth of Virginia
Board of Education
Richmond, Virginia
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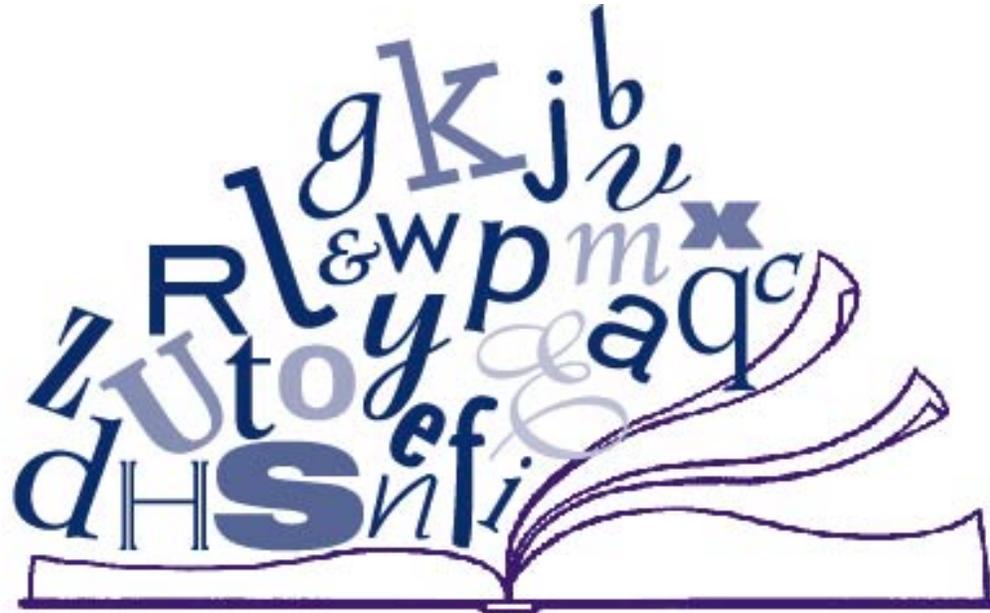
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ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Five



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At the fifth-grade level, students will continue to refine their oral-communication skills. They will further develop their ability as active listeners and as effective participants in large- and small-group activities. They will improve their skills in planning oral presentations and using grammatically correct language and specific vocabulary when delivering oral presentations, as well as including visual aids and appropriate dramatic gestures to enhance their delivery. Students will become able to summarize their presentations before delivery and summarize the presentations of others after listening to them.

- 5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.
- Participate in and contribute to discussions across content areas.
 - Organize information to present reports of group activities.
 - Summarize information gathered in group activities.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to develop the skills necessary to participate in large- and small-group learning activities. • Students will be active participants in discussions across content areas. They will become able to assume the role of the speaker and the role of the listener. • Students will refine their organizational skills in preparing, presenting, and summarizing information gathered in group activities. • Students will also become able to summarize their own material prior to delivering a presentation. 	<p>All students should</p> <ul style="list-style-type: none"> • participate effectively in subject-related group learning activities • use their organizational skills in preparing, presenting, and summarizing information gathered in group activities. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • participate as active listeners in group learning activities by <ul style="list-style-type: none"> ◦ listening for main ideas ◦ listening for sequence of ideas ◦ taking notes • participate as informed contributors in group learning activities by <ul style="list-style-type: none"> ◦ asking and answering questions at appropriate times ◦ clarifying confusing points ◦ summarizing main ideas ◦ organizing information from group discussion for presentation ◦ preparing an outline for presentation prior to delivery ◦ summarizing a presentation orally prior to delivery.

- 5.2 The student will use effective nonverbal communication skills.**
- a) Maintain eye contact with listeners.**
 - b) Use gestures to support, accentuate, and dramatize verbal message.**
 - c) Use facial expressions to support and dramatize verbal message.**
 - d) Use posture appropriate for communication setting.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to refine their communication skills. • Students will enhance their oral presentations with appropriate body language, correct posture, and eye contact with listeners. • Students will begin to use dramatic gestures and facial expressions that are suitable to the content and the audience. 	<p>All students should</p> <ul style="list-style-type: none"> • understand how gestures, facial expressions, posture, and body language affect delivery of the message. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • demonstrate appropriate eye contact with listeners • use acceptable posture according to the setting and the audience • use dramatic gestures to support, accentuate, or dramatize the message • use appropriate facial expressions to support, accentuate, or dramatize presentations.

- 5.3 The student will make planned oral presentations.
- a) Determine appropriate content for audience.
 - b) Organize content sequentially or around major ideas.
 - c) Summarize main points before or after presentation.
 - d) Incorporate visual aids to support the presentation.
 - e) Use grammatically correct language and specific vocabulary.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will learn to plan and deliver oral presentations. 	<p>All students should</p> <ul style="list-style-type: none"> • select and organize information when preparing for an oral presentation • use visual aids when preparing for an oral presentation. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • narrow the topic • select information that develops the topic and is appropriate for the audience • organize content sequentially and group together related information • put information in order, providing an overview of the information at the beginning or a summary of the information at the end • use visual aids to illustrate information • use grammatically correct language • use specific vocabulary to enhance oral presentations.

At the fifth-grade level, students will become increasingly independent readers of a variety of literary forms. Strategies such as word analysis and the use of context clues and word references will help students increase fluency as well as comprehension. They will begin to read text critically in order to examine implied relationships and understandings, recognize how character and plot are developed, and formulate and justify opinions about the text. They will organize the information they extract from the text and represent their understandings on charts, maps, and graphs.

- 5.4 The student will read fiction and nonfiction with fluency and accuracy.**
- a) Use context to clarify meaning of unfamiliar words.**
 - b) Use knowledge of root words, prefixes, and suffixes.**
 - c) Use dictionary, glossary, thesaurus, and other word-reference materials.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to build vocabulary by applying their knowledge of word structure and context clues to determine the meanings of unfamiliar words. • Students should read about 120 words per minute in grade level material. • Students will continue to build their knowledge of word origins by learning about Greek and Latin affixes. • Students will also use word-reference materials to learn new words. 	<p>All students should</p> <ul style="list-style-type: none"> • apply knowledge of word structure and context clues to determine the meanings of unfamiliar words • read with fluency and accuracy. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use context to infer the correct meanings of unfamiliar words • apply knowledge of root words, prefixes, and suffixes • continue to learn about Greek and Latin affixes • use word references and context clues to determine which meaning is appropriate in a given situation • identify the word-reference materials, such as a dictionary, glossary, or thesaurus, that is most likely to contain the information needed • understand that often a word can be divided into root word, prefix, and suffix in order to determine its pronunciation • understand how a prefix changes the meaning of a root word • read familiar text with fluency, accuracy, and expression.

- 5.5 The student will read and demonstrate comprehension of fiction.**
- a) Describe the relationship between text and previously read materials.**
 - b) Describe character development in fiction and poetry selections.**
 - c) Describe the development of plot and explain how conflicts are resolved.**
 - d) Describe the characteristics of free verse, rhymed, and patterned poetry.**
 - e) Describe how an author’s choice of vocabulary and style contributes to the quality and enjoyment of selections.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to demonstrate comprehension of a selection by using before-, during-, and after-reading strategies. • Students will become critical readers by analyzing point of view, word choice, plot, beginnings and endings, and character development. • Students will continue to further their knowledge of plot and character and their understanding of how each is developed in a literacy selection. • Students will then locate information in the text to support their predictions and conclusion. 	<p>All students should</p> <ul style="list-style-type: none"> • choose from a variety of comprehension strategies • describe character and plot development. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • understand that characters are developed by <ul style="list-style-type: none"> ◦ what is directly stated in the text ◦ their speech and actions ◦ what other characters in the story say or think about them • understand that some characters change during the story or poem and some characters stay the same • understand that the main character has a problem that usually gets resolved • identify the problem of the plot • understand that plot is developed through a series of events • identify the events in sequence that lead to resolution of the conflict • discuss why an author might have used particular words and phrases • discuss the similarities and differences between a text and previously read materials • identify the characteristics of free verse (poetry with neither regular meter nor rhyme scheme), rhymed poetry, and patterned poetry.

- 5.6 The student will read and demonstrate comprehension of nonfiction.**
- a) Use text organizers, such as type, headings, and graphics, to predict and categorize information.**
 - b) Identify structural patterns found in nonfiction.**
 - c) Locate information to support opinions, predictions, and conclusions.**
 - d) Identify cause-and-effect relationships.**
 - e) Identify compare-and-contrast relationships.**
 - f) Skim materials to develop a general overview of content and to locate specific information.**
 - g) Identify new information gained from reading.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will read and demonstrate comprehension of nonfiction print materials and trade books across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics, in order to build vocabulary and content knowledge. • Students will demonstrate comprehension of a selection by using before-, during-, and after-reading strategies. • Before reading, students will become able to use text organizers to predict and categorize information. • During reading, students will formulate questions and make inferences, using given information. • After reading, students will summarize content, identify important ideas, provide details, make inferences, formulate opinions, and use writing to clarify their thinking. <p>CONTINUED</p>	<p>All students should</p> <ul style="list-style-type: none"> • preview, pose questions, and make predictions before reading • understand how the organizational patterns make the information easier to comprehend. • make connections between what they read in the selection and their prior knowledge. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • read nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics • apply prior knowledge to make predictions • use text set in special type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information • identify specific information in text that supports predictions • understand how text features (e.g. formatting, graphics, diagrams, illustrations, charts, maps) make information accessible and usable • skim material to develop a general overview or to locate specific information • distinguish between fact and opinion • form opinions and draw conclusions from the selection • locate details to support opinions, predictions, and conclusions • identify structural and organizational patterns such as cause-and-effect, comparison/contrast, and chronological order • identify new information learned from reading.

- 5.6 The student will read and demonstrate comprehension of nonfiction.**
- a) Use text organizers, such as type, headings, and graphics, to predict and categorize information.**
 - b) Identify structural patterns found in nonfiction.**
 - c) Locate information to support opinions, predictions, and conclusions.**
 - d) Identify cause-and-effect relationships.**
 - e) Identify compare-and-contrast relationships.**
 - f) Skim materials to develop a general overview of content and to locate specific information.**
 - g) Identify new information gained from reading.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Interactions between reader and text will become more sophisticated and deliberate as students make inferences, formulate opinions, and use writing to clarify their thinking. 		

- 5.7 The student will demonstrate comprehension of information from a variety of print resources.**
- a) Develop notes that include important concepts, summaries, and identification of information sources.**
 - b) Organize information on charts, maps, and graphs.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to expand their understanding of how to use print resources to locate information. 	<p>All students should</p> <ul style="list-style-type: none"> • organize and record information in order to blend ideas from a variety of print resources. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • take notes from a variety of print resources • identify source of information • summarize important concepts • organize information, using visual representations, such as charts, maps, and graphs.

At the fifth-grade level, students will continue to grow as writers, experimenting with new modes and purposes. They will spend more time on revising and editing their work as they gain greater understanding of written expression. Precise and descriptive vocabulary and varied sentence structure will become important tools for creating tone and voice within a text. Students will be expected to have greater control over the conventions of writing, including sentence formation, grammar, capitalization, spelling, and punctuation.

5.8 The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain.

- a) **Choose planning strategies for various writing purposes.**
- b) **Organize information.**
- c) **Demonstrate awareness of intended audience.**
- d) **Use precise and descriptive vocabulary to create tone and voice.**
- e) **Vary sentence structure.**
- f) **Revise writing for clarity.**
- g) **Use available technology to access information.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to write as a method of communication and as a means of expressing themselves. • Students will organize their thoughts and choose appropriate vocabulary to convey their message effectively. • There will be a continued emphasis on the students' ability to shape and control language purposefully and to master the features of the composing and written expression domains. • Voice shows an author's personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. • The three domains of writing are <ul style="list-style-type: none"> ◦ composing – the structuring and elaborating a writer does to construct an effective message for readers ◦ written expression – those features that show the writer purposefully shaping and controlling language to affect readers ◦ usage/mechanics – the features that cause written language to be acceptable and effective for standard discourse. 	<p>All students should</p> <ul style="list-style-type: none"> • plan and organize information as they write for a variety of purposes • use precise, descriptive vocabulary and vary sentence structure as they revise for clarity. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply knowledge of the writing domains of composing, written expression, and usage/mechanics • create a plan, and organize thoughts before writing • focus, organize, and elaborate to construct an effective message for the reader • purposefully shape and control language to demonstrate an awareness of the intended audience • select specific information to guide readers more purposefully through the piece • choose precise descriptive vocabulary and information to create tone and voice • include sentences of various lengths and beginnings to create a pleasant, informal rhythm • clarify writing when revising • use available technology to gather information and to aid in writing.

5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.

- a) Use plural possessives.
- b) Use adjective and adverb comparisons.
- c) Identify and use interjections.
- d) Use apostrophes in contractions and possessives.
- e) Use quotation marks with dialogue.
- f) Use commas to indicate interrupters and in the salutation and closing of a letter.
- g) Use a hyphen to divide words at the end of a line.
- h) Edit for clausal fragments, run-on sentences, and excessive coordination.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will understand and use the editing process. • Students will work to gain more control over the conventions of writing, including composing effective sentences, spelling, capitalization, and punctuation. • Students will also identify the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, and interjections. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that editing for correct sentence formation, grammar, capitalization, spelling, and punctuation makes the meaning of the writing clearer to the reader. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • punctuate correctly <ul style="list-style-type: none"> ◦ apostrophes in contractions, such as <i>isn't</i>, and possessives, such as <i>Jan's</i>. ◦ commas ◦ quotation marks ◦ commas in the salutation and closing of a letter ◦ hyphens to divide words at the end of a line • use adverb comparisons, such as <i>fast, faster, fastest</i> • use adjective comparisons, such as <i>big, bigger, biggest</i> • use adverbs instead of adjectives where appropriate, e.g., “He played <i>really</i> well.” instead of “He played <i>real</i> well.” • use plural possessives, e.g., “The <i>books'</i> covers are torn.” • identify and use interjections, e.g., such as “<i>Oh my, look at the size of that bug!</i>” • avoid fragments (Use of clausal fragments, such as “<i>Although he was not supposed to go out of the house.</i>”, is not penalized in direct writing at this level.) • avoid run-ons, e.g., “<i>I opened the door, the dog went out.</i>” • avoid excessive coordination, e.g., “<i>I opened the door and the dog went out and he chased the cat and then he came back inside.</i>”