The Diocese of Knoxville
Living our Roman Catholic faith in East Tennessee

GRADE FIVE READING

The Diocese of Knoxville has adapted the following Reading standards to establish for teachers, students and parents the knowledge, understanding and skills students need to acquire in order to satisfy the Reading requirements for Grade 5.

READING APPLICATION

Each year students' reading should demonstrate their development in applying the strategies learned to comprehend and interpret information and develop skills that are the foundation for independent reading. Students advancing through the grades are expected to meet each year's specific standards, retain or further develop skills and understandings mastered in previous grades, and work steadily toward meeting the more general expectations described in the anchor standards.

Reading is divided into three standards:

I. **Foundational Reading**: Foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, phonemic awareness, vocabulary acquisition, English syntax and other basic conventions of the English reading and writing system.

II. **Literature Reading**: Literature reading standards provide a focus for instruction each year and help ensure students gain extensive exposure to a range of texts and tasks. Literature is a body of written works of a language, period or culture. It may be imaginative and creative and is appreciated for artistic value.

III. **Informational Reading**: Informational reading standards provide a focus for instruction each year and help ensure students gain adequate exposure to a range of texts and tasks and academic vocabulary. Informational reading is reading to gain or acquire knowledge and focuses on non-fictional texts.

SUMMARY-READING   Grade Five (5)

Students in Grade 5 are now demonstrating fluent oral reading. Intonation, pacing, and articulation are appropriate for the text. Students establish working knowledge of the internet to gather information for oral presentations and written reports.

Fifth grade readers continue increasing their oral reading rate to conversational pace. Fifth grade students demonstrate appropriate use of pauses, pitch, stress and intonation as they read in clauses

and sentences to support comprehension. Fifth graders master the art of silent reading as it becomes a more efficient way to process everyday texts.

The Diocese of Knoxville stipulates the following outcome skills in reading for Grade Five students:

Note: Skills 1-34 have previously been taught at earlier grade levels. At this level these skills should be strengthened to align to Grade 5 expectations and to deepen understanding.

1. Determine the meaning of unknown words by using a variety of context clues, including word sentence and paragraph clues.
2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.
3. Recognize the difference between the meanings of connotation/ denotation, overtone/undertone, suggestion, literal meaning.
4. Identify and apply the meaning of the terms synonym, antonym, homophone and homograph.
5. Identify and understand new uses of words and phrases in text, such as similes and metaphors.
6. Identify word origins to determine the meaning of unknown words and phrases.
7. Identify the meanings of prefixes, suffixes and roots and their various forms to determine the meanings of words.
8. Identify the meanings of abbreviations.
9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.
10. Predict and support predictions using an awareness of new vocabulary, text structures and familiar plot patterns.
11. Compare and contrast information on a single topic or theme across different text and non-text resources.
12. Summarize important information in texts to demonstrate comprehension.
13. Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence.
14. Select, create and use graphic organizers to interpret textual information.
15. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
16. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or referring back to the text.
17. List questions and search for answers within the text to construct meaning.
18. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
19. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

20. Make inferences about informational text from the title page, table of contents and chapter headings.
21. Summarize main ideas in informational text, using supporting details as appropriate.
22. Locate important details about a topic using different sources of information including books, magazines, newspapers and online resources.
23. Identify examples of cause and effect used in informational text.
24. Draw conclusions from information in maps, charts, graphs and diagrams.
25. Clarify steps in a set of instructions or procedures for completeness.
26. Distinguish fact from opinion and facts that are moral truths.
27. Describe the thoughts, words and interactions of characters.
28. Identify the influence of setting on the selection of a text.
29. Identify the main incidents of a plot sequence by identifying the major conflict and its resolution.
30. Identify the speaker and recognize the difference between first-and third-person narration.
31. Determine the theme and whether it is implied or stated directly.
32. Identify and explain the defining characteristics of literary forms and genres, including poetry, drama, fables, fantasies, chapter books, fiction and non-fiction.
33. Explain how an author's choice of words appeals to the senses and suggests mood.
34. Identify figurative language in literary works, including idioms, similes and metaphors.
35. Explain how a character's thoughts, words and actions reveal his or her motivations.
36. Identify the main incidents of a plot sequence and explain how they influence future action.
37. Identify the speaker and explain how point of view affects the text.
38. Summarize stated and implied themes.
39. Describe the defining characteristics of literary forms and genres, including poetry, drama, chapter books, biographies, fiction and non-fiction.
40. Interpret how an author's choice of words appeals to the sense and suggests mood.
41. Identify and explain the use of figurative language in literary works, including idioms, similes, hyperboles, metaphors and personification.

STANDARD-READING   GRADE FIVE (5)

READING: FOUNDATIONAL SKILLS

I.   PHONICS AND WORD RECOGNITION

STANDARD(S)	STANDARD DESCRIPTION
RF.5.3	**Know and apply grade-level phonics and word analysis skills in decoding words.**
RF.5.3.1	**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.

II.   FLUENCY

STANDARD(S)	STANDARD DESCRIPTION
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4.1	Read grade-level text with purpose and understanding.
RF.5.4.2	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
RF.5.4.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

READING: LITERATURE

1. KEY IDEAS AND DETAILS

STANDARD(S)	STANDARD DESCRIPTION
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine the theme of a story, drama, or poem from details in the text.
RL.5.3	Summarize the text of a story, drama or poem.
RL.5.4	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions).
RL.5.5	Use predicting and confirming strategies to achieve meaning while reading.
RL.5.6	Differentiate between fact, opinion, and moral truth that is considered an opinion.
RL.5.7	Draw inferences from ideas and concepts presented in text.
RL.5.8	Explain how author's purpose for writing influence the contents of the selection (e.g., inform, entertain, persuade).

II. CRAFT AND STRUCTURE

STANDARD(S)	STANDARD DESCRIPTION
RL.5.9	**Determine the meaning of words and phrases, including figurative language such as metaphors and similes, as well as rhymes and other repetitions of sounds (e.g., alliteration, assonance) and how they supply meaning and rhythm in a specific verse or stanza of a poem or text.**
RL.5.10	**Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.**
RL.5.11	**Describe how a narrator's or speaker's point of view influences how events are described.**
RL.5.12	**Explain the major differences between drama and prose stories, and refer to the structural elements of drama (e.g., casts of characters, setting descriptions, dialogue, stage directions, acts, scenes) when writing or speaking about specific works of dramatic literature.**
RL.5.13	**Describe how events, ideas, or information are organized (e.g. chronology, comparison, cause and effect) in a whole text or in part of a text.**
RL.5.14	**Analyze two accounts of the same event or topic and describe important similarities and differences in the details they provide.**
RL.5.15	**Learn and determine the meanings of general academic language and domain-specific words and phrases encountered in a text relevant to Grade 5 topic or subject area.**

III. INTEGRATION OF KNOWLEDGE AND IDEAS

RL.5.16	**Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text.**
RL.5.17	**Compare and contrast stories in the same genre, on their approaches to similar themes and topics (e.g., opposition of good and evil) as well as character types and patterns of events in myths and other traditional literature from different cultures.**

RL.5.18	Explain how images, sounds, and movements contribute to an animated or live-action adaptation of a story, comparing that version to what they "see" or "hear" from reading the text.
RL.5.19	Compare and contrast personal experience and knowledge with events or characters in a story.
RL.5.20	Identify and define elements of fiction (e.g,, characters, setting, plot, problems, solution) and elements of poetry (e.g,, rhyme, rhythm, figurative language, alliteration, onomatopoeia).
RL.5.21	Explain author's use of vocabulary during group discussions.
RL.5.22	Locate and analyze examples of foreshadowing in stories, poems, folktales, and plays.
RL.5.23	Apply Catholic values and teachings in the evaluation of literary themes and plots.

III. RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

STANDARD   **STANDARD DESCRIPTION**

RL.5.24	Read and comprehend literature, including stories, dramas and poetry, at the grade 5 text complexity band proficiently.

READING: INFORMATIONAL TEXT

I. KEY IDEAS AND DETAILS

STANDARDS   **STANDARD DESCRIPTION**

RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2	Determine two or more main ides of a text and explain how the ideas are supported by key details; summarize the text.
RI.5.3	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.

II.   CRAFT AND STRUCTURE

STANDARDS	STANDARD DESCRIPTION
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
RI.5.5	Describe the overall structure (e.g,, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more texts.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.7	Learn and determine the meanings of general academic language and domain-specific words and phrases encountered in a text relevant to Grade 5 topic or subject area.

V.INTEGRATION OF KNOWLEDGE AND IDEAS

STANDARDS	STANDARD DESCRIPTION
RI.5.8	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.
RI.5.9	Explain how an author uses reasons and evidence to support particular points in a text identifying which reasons and evidence support which point(s).
RI.5.10	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably or to solve a problem efficiently.
RI.5.11	Interpret written directions for grade level material.
RI.5.12	Explain how an author uses evidence to support his or her claims in a text, identifying what evidence supports which claim(s).
RI.5.13	Identify cause and effect relationships in a text.

RI.5.14	Demonstrate ability to relate new concepts to prior knowledge.
RI.5.15	Read assigned and self-selected non-fiction texts.
RL.5.16	Use text features and search tools (e.g., bold print, key words, topic sentences, hyperlinks, electronic menus, icons) to locate and process information relevant to a given topic.
RI.5.17	Explain author's use of vocabulary during group discussions.
RI.5.18	Apply Catholic values and teachings in the evaluation of informational literature and text.

RANGE OF READING LEVEL OF TEXT COMPLEXITY

__STANDARD__	__STANDARD DESCRIPTION__
RI.5.19	Read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

GRADE FIVE ENGLISH LANGUAGE ARTS (ELA)

The Diocese of Knoxville has adapted the following English Language Arts (ELA) standards to establish for teachers, students and parents what knowledge, understanding and skills students need to acquire in order to satisfy the ELA requirements for fifth grade.

ENGLISH LANGUAGE ARTS (ELA) APPLICATION

As the Diocese of Knoxville students progress through elementary grades the essential rules of standard English, both written and spoken, are crafted, and informed choices are perfected. General academic and grade level specific words and phrases increase with the development of vocabulary, written and spoken English including the conventions and mechanics of the English language.

English /Language Arts Standards (ELA) are benchmarked to assist in the development of students demonstrating proficiency in speaking, reading and writing. These standards are:

I.   **Conventions of Standard English**
II.   **Knowledge of Language**
III.   **Vocabulary Acquisition and Use**

<u>SUMMARY-ELA</u>   <u>GRADE FIVE (5)</u>

Fifth grade students demonstrate command of the conventions of English grammar and usage when writing and speaking. Students can explain the functions of conjunctions, prepositions, and interjections, as well as verb tenses to convey various times, sequences, states and conditions. Grade 5 students recognize and are able to correct inappropriate shifts in verb tenses. Fifth grade students have a command of capitalization, punctuation, and spelling. They use knowledge of language when writing, speaking, reading or listening, and can compare and contrast dialects or registers used in stories, poems or drama. Students have the knowledge to clarify the meanings of unknown multiple-meaning words and phrases based on grade level appropriate readings, by using cause/effect relationships, Greek and Latin affixes and roots, and are able to consult reference materials both print and digitally. Students also understand the meanings and usage of word relationships, figurative language, and nuances in word meanings.

The Diocese of Knoxville stipulates the following outcomes in English/ Language Arts for Fifth Grade students:

1. Write legibly in cursive, spacing letters, words and sentences appropriately.
2. Spell academic vocabulary words correctly.
3. Spell contractions correctly.
4. Spell roots, suffixes and prefixes correctly.
5. Use commas, end marks, apostrophes, quotation marks, and hyphens correctly.
6. Use correct capitalization.
7. Use various parts of speech such as nouns, pronouns, adjectives, and verbs (e.g., regular and irregular, past, present and future).
8. Use conjunctions and interjections.
9. Use adverbs.
10. Use prepositions and prepositional phrases.
11. Use objective and nominative case pronouns.
12. Determine the meanings of unknown words from grade level readings.
13. Interpret figurative language in context.
14. Recognize and explain idioms, adages, proverbs, parables.
15. Utilize the relationship between particular words (e.g., synonyms, antonyms, homographs).
16. Use accurately general academic, grade specific words and phrases (e.g., however, although, nevertheless, in addition

I.   CONVENTIONS OF STANDARD ENGLISH

<u>STANDARD(s)</u>	<u>STANDARD DESCRIPTION</u>
L.5.1	**Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**
L.5.1.1	**Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.**
L.5.1.2	**Form and use the perfect verb tenses. (e.g., *I had walked; I have walked*).**
L.5.1.3	**Use verb tense to convey various times, sequences, states, and conditions.**
L.5.1.4	**Recognize and correct inappropriate shifts in verb tense and aspect.**
L.5.1.5	**Use correlative conjunctions (e.g., *either/or, neither/nor).***
L.5.1.6	**Identify, define and use adjectives and adverbs (including comparative and superlative forms) placing appropriately within sentences.**
L.5.1.7	**Identify and use prepositions and objects of the preposition.**
L.5.1.8	**Identify and use the following parts of speech; possessive, singular and plural nouns, common and proper nouns.**
L.5.1.9	**Identify the person, case, gender and number of nouns.**
L.5.1.10	**Use possessive pronouns and personal pronouns.**

L.5.1.11	Identify and use interrogative pronouns (*who, whom, what, which*).
L.5.1.12	Identify demonstrative pronouns (*this, that, these and those)* and indefinite pronouns (e.g. *most, some, all, everybody*).
L.5.1.13	Identify and use appropriate tense of regular verbs.
L.5.1.14	Identify and use linking/state of being verbs, auxiliary/helping verbs, irregular verbs, transitive and intransitive verbs.
L.5.1.15	Identify and define the function of parts of speech as elements of sentence structure (simple and complete subject, simple and complete predicate).
L.5.1.16	Use and define: subject/verb agreement; identify direct objects, active and passive voice, adverbs, conjunctions, prepositions, and interjections.
L.5.1.17	Use and punctuate declarative, interrogative, exclamatory and imperative sentences.
L.5.2	Produce legibly written work, using the standards of cursive handwriting.
L.5.3	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
L.5.3.1	Produce grammatically correct work.
L.5.3.2	Use correct punctuation in written work, including end marks, commas, and apostrophes.
L.5.3.3	Use punctuation to separate items in a series.
L.5.3.4	Use a comma to separate an introductory element from the rest of the sentence.

L.5.3.5	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?).* before a coordinating conjunction in a compound sentence.
L.5.3.6	Use underlining, quotation marks, or italics to indicate titles of works.
L.5.3.7	Spell grade-appropriate academic vocabulary and words correctly, consulting references as needed.

II. KNOWLEDGE OF LANGUAGE

STANDARDS	**STANDARD DESCRIPTION**
L.5.4	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.4.1	Make effective language choices: expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.4.2	Compare and contrast the varieties of English (e.g., *dialects, registers)* used in stories, dramas, or poems.

III. VOCABULARY ACQUISITION AND USE

STANDARDS	**STANDARD DESCRIPTION**
L.5.5	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade Five reading and content,* choosing flexibly from a range of strategies.

| L.5.5.1 | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |

| L.5.5.2 | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. *photograph, photosynthesis, autograph).* |

| L.5.5.3 | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |

STANDARDS   STANDARD DESCRIPTION

| L.5.6 | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |

| L.5.6.1 | Interpret figurative language, including similes and metaphors, in context. |

| L.5.6.2 | Recognize and explain the meaning of common idioms, adages, and proverbs. |

| L.5.6.3 | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |

| L.5.7 | Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition).* |

GRADE FIVE WRITING

**The Diocese of Knoxville has adapted the following Writing standards
to establish clearly to teachers, students and parents what knowledge,
understanding and skills students need to acquire in order to satisfy
the Writing requirements for Grade Five. The following standards offer a focus for
instruction each year to help ensure that students gain
adequate mastery of a range of skills and applications.**

WRITING APPLICATION

Each year students' writings should demonstrate increasing sophistication in all
aspects of language use, from vocabulary and syntax to the development and
organization of ideas, and they should address increasingly demanding content and
sources.

Writing standards are benchmarked to assist in developing writers that are able
to select text forms to suit the purpose and audience. These standards are:

   I.   **Text Types and Purpose**
   II.   **Production and Distribution of Writing**
   III.   **Research to Build and Present Knowledge**
   IV.   **Range of Writing**
   V.   **Handwriting**

SUMMARY-WRITING   GRADE FIVE(5)

Students in grade 5 can write opinion pieces that are on topic and support a point of view with
reasons and information. Opinions are linked using words, phrases, and clauses, and provide a
concluding statement related to the opinion presented. Students can transition skills learned writing
opinion pieces to write informative/explanatory texts. Topics are clearly introduced and are
supported with facts, definitions, concrete details and quotations. Ideas are linked across categories
of information using words, phrases, and clauses. Precise language and domain-specific vocabulary is
used to inform or explain the topic. Concluding statements related to the information or explanation
finalizes the text. Students use narrative techniques, such as dialogue, description and pacing to
develop experiences to show the responses of characters to situations. A variety of transitional
words manage the sequence of events while concrete words and sensory details precisely convey
experiences and provide a conclusion that follows the narrative.

Fifth grade students learn to produce clear and coherent writing appropriate to task, purpose, and
audience that is strengthened through planning, revising, editing, and rewriting, or beginning anew.

The use of technology, including the internet helps with collaboration and the coordination of information, production and publication of students' writings. Students learn to research using several sources to build knowledge to conduct short research projects. Students also learn to summarize or paraphrase information in notes and finished work, and to provide a list of sources. Students learn to draw evidence from literary or informational texts to support analysis, reflection, and research. They apply fifth grade Reading Standards to exhibit in writing comparing/contrasting characters, settings, or events in a story. They also apply reading Standards to explain author's use, reasons, and evidence to support and identify reasons and evidence of support.

The Diocese of Knoxville stipulates the following outcomes in writing application for Grade Five students:

1. Write narratives with a consistent point of view, using sensory details and dialogue to establish characters and setting.
2. Write responses to novels, stories and poems that organize an interpretation around several clear ideas, and justify the interpretation through the use of examples and specific textual evidence.
3. Write letters that state the purpose, make requests or give compliments and using business letter format.
4. Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast, argument, persuasion) and includes facts, details and examples to illustrate important ideas.
5. Produce informal writings (e.g. journals, notes and poems) for various purposes.
6. Conduct background reading, interviews or surveys when appropriate to complete writing.
7. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs, Venn diagrams, and graphic organizers) to plan writing.
8. Organize writing, beginning with an introduction, thesis statement, body, resolution of plot, and closing statement.
9. Vary simple, compound and complex sentence structures, and vary language and style to audience and purpose.
10. Use technology to compose text.
11. Reread, rearrange, and proofread writings to assess for clarity, mechanics, and methods.
12. Apply tools (e.g., rubric, checklist, and feedback) to judge the quality of writing.
13. Prepare for publication (e.g., for display or sharing with others) writings that follow a format appropriate to the purpose using electronic resources and graphics to enhance the final product.

STANDARD-WRITING   GRADE FIVE

I.   TEXT TYPES AND PURPOSES

ANCHOR STANDARDS

STANDARD	STANDARD DESCRIPTION
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.1.1	Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.5.1.2	Provide logically ordered reasons that are supported by facts and details.
W.5.1.3	Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *generally, specifically*).
W.5.1.4	Adopt an appropriate style for sharing and defending an opinion.
W.5.1.5	Provide a concluding statement or section related to the opinion presented.
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.2.1	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.5.2.2	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.2.3	Link ideas within categories of information using words and phrases (e.g., *in contrast, especially*).

W.5.2.4	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.2.5	Provide a concluding statement or section related to the information or explanation presented.
W.5.2.6	Identify the need for correct citation of sources to avoid plagiarism.
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.3.1	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.5.3.2	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.
W.5.3.3	Use a variety of temporal and transitional words, phrases, and clauses to manage the sequence of events.
W.5.3.4	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.3.5	Provide a conclusion that follows from the narrated experiences or events.
W.5.3.6	Write stories, poems, and scripts that draw on characteristics of tall tales or myths, or of modern genres such as mysteries, fantasies, and historical fiction.
W.5.3.7	Write formal business letters and correctly address envelopes for correspondence.

II.   PRODUCTION AND DISTRIBUTION OF WRITING

W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3).
W.5.5	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5 standards).
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.
W.5.7	Compose paragraphs that are based on information, flow from reading, and describe events and observations.
W.5.8	Develop paragraphs that include: topic sentence, supporting details, unity, coherence, concluding sentence and proper punctuation.
W.5.9	Emphasize content as well as mechanics in spelling and production of all written work.

III. RESEARCH TO BUILD AND PRESENT KNOWLEDGE

W.5.10	Perform short, focused research projects that use several sources to build knowledge though investigation of different aspects of a topic.
W.5.11	Recall relevant information from experiences or gather information from print and digital sources; Summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.12   **Draw evidence from literary or informational texts to support analysis, reflection, and research.**

W.5.13   **Apply Grade 5 Reading Standards to literature (e.g,, "compare and contrast two or more characters, settings, or events in a story or a drama, or drawing on specific details in the text, e.g., how characters interact").**

W.5.14   **Apply Grade 5 Reading Standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)").**

IV.   RANGE OF WRITING

W.5.15   **Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline, specific tasks, purposes and audiences.**

V.   HANDWRITING

HW.5   **Use the conventions of cursive in purposeful writing activities.**

HW.5.1   **Use cursive writing for all written work unless using technology for document production or published work.**

GRADE FIVE SPEAKING AND LISTENING

The Diocese of Knoxville has adapted the following Speaking and Listening Standards to define for teachers, students and parents what knowledge, understanding and skills students need to acquire in order to satisfy the Speaking and Listening requirements for Grade Five (5).

SPEAKING AND LISTENING APPLICATION

Students must have ample opportunity to take part in a variety of rich, structured conversations-as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

Technology has broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Speaking and listening standards are benchmarked to assist in developing mastery to help ensure that students gain adequate skills and practice to be effective communicators. These standards are:

- Comprehension and Collaboration
- Presentation and Knowledge and Ideas

SUMMARY-SPEAKING AND LISTENING   GRADE FIVE (5)

Fifth grade students effectively engage in a range of collaborative discussions with diverse partners on Grade 5 topics. Students are prepared for discussions and follow the agreed-upon rules for discussions and assigned roles. Students can pose and respond to specific questions and draw conclusions based on information and knowledge from the discussion. Students in Grade 5 can summarize a written text presented in diverse media and formats, including visually, quantitatively, and orally. Students can also summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Students in Grade 5 can report on a topic or present an opinion, sequencing ideas logically by using appropriate facts and relevant details speaking clearly at an understandable pace. When appropriate, multimedia components are included and visual displays are included in presentations to enhance

ideas and themes. Students in Grade 5 can adapt speech to a variety of contexts using formal English when appropriate to task and situation.

The Diocese of Knoxville stipulates the following exit skills in Speaking and Listening for Grade Five students:

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
2. Interpret the main idea and draw conclusions from oral presentations and visual media.
3. Identify the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).
4. Discuss how facts and opinions are used to shape the opinion of listeners and viewers.
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas.
7. Adjust speaking content according to the needs of the situation, setting and audience.
8. Deliver informational presentations (e.g., expository, research) that:
   A) Demonstrate an understanding of the topic and present events or ideas in a logical sequence;
   B) Support the main idea with relevant facts, details, examples, quotations, statistics, stories and anecdotes.
   C) Organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast);
   D) Use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology
   E) Draw from several sources used and identify sources used.
9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.
10. Deliver persuasive presentations that:
    A) Establish a clear position
    B) Include relevant evidence to support a position and to address potential concerns of listeners
    C) Follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution).

STANDARDS-SPEAKING AND LISTENING GRADE FIVE

I.   COMPREHENSION AND COLLABORATION

STANDARD(s)	STANDARD DESCRIPTION
SL.5.1	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.
SL.5.1.1	Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.5.1.2	Follow agreed-upon rules for discussions and carry out assigned roles. Respect others opinions and listen in discussions.
SL.5.1.3	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1.4	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4	Demonstrate respect for views of others judging new ideas in light of Catholic doctrine.
SL.5.5	Acknowledge new information provided by others and incorporate it into their own thinking as appropriate.

II.   PRESENTATION OF KNOWLEDGE AND IDEAS

SL.5.6   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.

SL.5.7   Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.8   Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

SL.5.9   Use appropriate manners and speech when addressing individuals or groups.