



English/Language Arts - Fifth Grade

Standards, Learning Expectations, and Accomplishments

Content Standard: 1.0

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

Learning Expectations:

- 1.01 Continue to develop oral language and listening skills.
- 1.02 Demonstrate knowledge of concepts of print.
- 1.03 Expand reading skills through phonemic awareness.
- 1.04 Use decoding strategies to read unfamiliar words.
- 1.05 Read to develop fluency, expression, accuracy, and confidence.
- 1.06 Expand reading vocabulary.
- 1.07 Reading strategies to facilitate comprehension.
- 1.08 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.
- 1.09 Develop appropriate information skills and study skills to facilitate learning.
- 1.10 Develop skills to facilitate reading to learn in a variety of content areas.
- 1.11 Read independently for a variety of purposes.
- 1.12 Experience various literary and media genres.
- 1.13 Develop and sustain a motivation for reading.

Reading Accomplishments

5.1.01 Continue to develop oral language and listening skills.

- a. Listen attentively by facing the speaker, asking questions, and paraphrasing what is said.
- b. Use established rules for conversation (e.g., do not interrupt, ask questions, provide appropriate feedback).
- c. Understand, follow, and give oral multi-step directions that may include illustrations.
- d. Formulate and respond to questions from teachers and other group members.
- e. Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations).
- f. Summarize orally what has been learned or accomplished after completing an activity or assignment.
- g. Create and deliver an oral presentation that includes an introduction and conclusion.
- h. Create and deliver an oral presentation that uses visual aids or props and incorporates several sources.
- i. Use different voice levels and speech patterns for small groups, informal discussions, and reports.
- j. Interpret and use a variety of non-verbal communication techniques (e.g., gestures, facial expression, posture).
- k. Present and/or perform original or published literary work with a group and/or individually.
- l. Participate in recitations of assigned/self-selected passages.

5.1.02 Demonstrate knowledge of concepts of print.

- a. Use parts of text (e.g., title, title page, table of contents, chapter titles, glossary, appendix, and index).
- b. Use common text features to enhance understanding (e.g., headings, keywords, graphics, captions, side bars, footnotes).
- c. Recognize different forms of text (e.g., poems, plays, drama, letters, ads, journalism, historical fiction, biographies, autobiographies).

5.1.03 Expand reading skills through phonemic awareness.

- a. Develop awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, music lyrics, sound effects, books on tape, read alouds).
- b. Understand rhyming patterns in printed materials.
- c. Respond and analyze the effects of sound in language. (e.g., alliteration, onomatopoeia, rhythm, beat).

5.1.04 Use decoding strategies to read unfamiliar words.

- a. Continue to use knowledge of letter-sound correspondence knowledge and structural analysis to decode words.
- b. Expand understanding and use of root words, prefixes, and suffixes to decode words.
- c. Use syllabication to decode words.

- d. Understand, recognize, and use spelling patterns and word families to decode words.
- e. Decode unknown grade level words utilizing learned strategies and verify word meanings within the context.

5.1.05 Read to develop fluency, expression, accuracy, and confidence.

- a. Increase confidence and poise in reading aloud (e.g., paired reading, shared reading, choral reading, echo reading, and reader's theater).
- b. Read with fluency and confidence from a variety of text (e.g., poetry, drama, newspapers, novels, textbooks).
- c. Participate in guided oral reading.
- d. Read orally using appropriate pronunciation, expression, and rate.
- e. Adjust speed based on the purpose for reading and reading level.
- f. Read independently daily.

5.1.06 Expand reading vocabulary.

- a. Build vocabulary by listening to literature, participating in discussions, and reading self-selected texts.
- b. Build vocabulary through frequent read alouds.
- c. Infer word meanings using roots, prefixes, and suffixes.
- d. Determine the meaning of unfamiliar words using context clues, dictionaries, glossaries, and other resources.
- e. Use appropriate synonyms, antonyms, and homonyms.
- f. Foster word consciousness (e.g., word play, word walls and word sorts).
- g. Use context clues and pronunciation cues when appropriate to determine the correct meaning/usage of multiple meaning words.
- h. Select the correct word to complete an analogy.
- i. Explore the impact of vocabulary in evaluating ideas, information, and experiences.
- j. Use word origins to determine the meaning of unknown words (e.g., Latin and Greek roots, meanings of commonly used foreign words).
- k. Build vocabulary by reading from a wide variety of text and literary genres.

5.1.07 Employ pre-reading strategies to facilitate comprehension.

- a. Set a purpose for reading (e.g., to understand, to interpret, to enjoy, to solve problems, to locate specific information/facts, to discover models for writing).
- b. Utilize reference sources to build background for reading.
- c. Organize prior knowledge using a variety of strategies (e.g., webbing, mapping, brainstorming, listing, outlining).
- d. Explore significant words to be encountered in selected/assigned text.
- e. Preview text using text features (e.g., illustrations/pictures, captions, graphs, diagrams, and headings).
- f. Make predictions about text using text features (e.g., title, author, illustrations, and text format).
- g. Relate text to prior personal and historical experiences, current events, as well as previously read print and non-print media.

5.1.08 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.

- a. Derive meaning while reading by
 - 1. formulating clarifying questions.
 - 2. predicting outcomes based upon prior knowledge and adjusting appropriately.
 - 3. using metacognitive and self-monitoring reading strategies to improve comprehension (e.g., rereading, identifying miscues, reading ahead, asking for help, and drawing on earlier reading).
 - 4. creating mental images.
 - 5. expressing reactions and personal opinions to a selection or relating the selection to a personal experience.
 - 6. making inferences and recognizing unstated assumptions.
 - 7. verifying or modifying the pre-reading purpose.
 - 8. drawing conclusions based on evidence gained.
- b. Check for understanding after reading by
 - 1. indicating sequence of events in fiction and nonfiction text.
 - 2. selecting main idea and supporting details from text.
 - 3. identifying the author's purpose (e.g., to entertain, to inform, to explain, to persuade).
 - 4. discussing similarities and differences in events and/or characters using evidence cited in three or more texts.
 - 5. selecting, prioritizing, and organizing information to meet a specific purpose.
 - 6. stating reasonable generalizations in reference to two or more pieces of text on a similar topic.
 - 7. locating information to support opinions, predictions, and conclusions.
 - 8. identifying cause and effect relationships.

9. distinguishing between fact/opinion and reality/fiction.
10. identifying and interpreting figurative language (e.g., idioms, similes, metaphors, hyperboles, personification, imagery).
11. recognizing a common theme between two passages.
12. reflecting upon comprehension strategies utilized to make meaning from text.

5.1.09 Develop appropriate informational skills and study skills to facilitate learning.

- a. Use and discern appropriate reference sources in various formats (e.g., interviews with family, community leaders and government leaders; encyclopedias, card/electronic catalogs, almanacs, newspapers, and periodicals).
- b. Use media (e.g., photographs, videos, films, the arts, on-line catalogs, non-fiction books, encyclopedias, CD-ROM references, internet) to view, read, and represent information.
- c. Use current technology as a research and communication tool for personal interest, research, and clarification.
- d. Understand a variety of informational texts which include primary sources (e.g., autobiographical sketches, letters, and diaries, directions, and internet sites).
- e. Utilize the dictionary, glossary, thesaurus, and other word-referenced materials.
- f. Skim materials to develop a general overview of content or to locate specific information.
- g. Retrieve, organize, and represent information (e.g., charts, maps, graphs, forms, timelines, and outlines).
- h. Develop notes that include important concepts, paraphrase, summaries, and identification of reference sources.
- i. Develop an awareness of the effects of media (e.g., television, print materials, radio, internet, newspapers, periodicals) on daily life.
- j. Identify the techniques of propaganda (i.e., bandwagon, loaded words, testimonials).
- k. Gather and record information on a research topic using three or more sources.

5.1.10 Develop skills to facilitate reading to learn in a variety of content areas.

- a. Develop and maintain vocabulary specific to content and to current events.
- b. Locate information using available text features (e.g., maps, charts, graphics, indexes, glossaries, and tables of contents).
- c. Apply comprehension skills and strategies to informational text (e.g., pre-reading and active comprehension).
- d. Use self correction strategies while reading (e.g., pausing, rereading, consulting other sources, asking for help).
- e. Determine and evaluate the reliability of sources on a given topic (e.g., editorials, newspapers, magazines, biographies, news reports and films).

5.1.11 Read independently for a variety of purposes.

- a. Read for literary experience.
- b. Read to gain information.
- c. Read to perform a task.
- d. Read for enjoyment.
- e. Read to expand vocabulary.
- f. Read to build fluency.

5.1.12 Experience various literary and media genres.

- a. Read and recognize various literary (e.g., poetry, novels, historical fiction, nonfiction) and media (e.g. photographs, the arts, film, video) genres.
- b. Predict and determine the sequence of events in a story including possible problems and solutions.
- c. Identify the conflict of the plot.
- d. Interpret a character's feelings and identify his motives.
- e. Trace changes in the main character and describe how this affects the plot.
- f. Make inferences about print and non-print text.
- g. Identify how culture, ethnic, and historical eras are represented in print and non-print texts.
- h. Compare and contrast events and characters using evidence cited from print and non-print text(s).
- i. Compare and contrast different versions of the same stories/events that reflect different cultures and/or different perspectives.
- j. Summarize selected passages.
- k. Retell a story from a different point of view.
- l. Understand the way in which figurative language is used to derive meaning from text (e.g., personification, simile, metaphor, imagery, hyperbole).

5.1.13 Develop and sustain a motivation for reading.

- a. Visit libraries/media centers and book fairs to explore books.
- b. Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text, genres, recommendation of others).

- c. Read daily from self-selected materials.
- d. Relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, artistic expressions).
- e. Maintain a personal reading list or reading log/journal to reflect reading progress and accomplishments.
- f. Experience and develop an awareness of literature that reflects a diverse society.
- g. Choose to read as a leisure activity.

Fifth Grade Benchmarks/Indicators (Reading)

Performance Indicators State

As documented through state assessment -

At Level 1, the student is able to

- 5.1.spi.1. recognize root words, prefixes, suffixes, and syllabication as aids in determining meaning within context.
- 5.1.spi.2. select appropriate synonyms, antonyms, and homonyms within context.
- 5.1.spi.3. identify compound words, contractions, and common abbreviations within text.
- 5.1.spi.4. select and use common text features to make meaning from text (e.g., headings, key words, graphics, captions, side bars).
- 5.1.spi.5. identify setting, characters, and plot in a passage.

At Level 2, the student is able to

- 5.1.spi.6. recognize and use grade appropriate vocabulary within context.
- 5.1.spi.7. select questions used to focus and clarify thinking before, during and after reading the text.
- 5.1.spi.8. determine correct meaning/usage of multiple-meaning words within context.
- 5.1.spi.9. determine word meanings within context.
- 5.1.spi.10. identify the sequence of events in fiction and non-fiction selections.
- 5.1.spi.11. select stated or implied main idea and supporting details from text.
- 5.1.spi.12. identify stated or implied cause and effect relationships.
- 5.1.spi.13. distinguish between elements of fact/opinion and reality/fantasy.
- 5.1.spi.14. determine inferences from selected passages.
- 5.1.spi.15. select the appropriate summary statement for a given passage.
- 5.1.spi.16. locate information using available text features (e.g. maps, charts, graphics, indexes, glossaries, and tables of content).
- 5.1.spi.17. recognize reasonable predictions of future events within a given context.

At Level 3, the student is able to

- 5.1.spi.18. distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies).
- 5.1.spi.19. identify and interpret the main incidents of a plot, their causes, how they influence future actions, and how they are resolved.
- 5.1.spi.20. recognize that a story is told from the first person point of view.
- 5.1.spi.21. identify the author's purpose(s) (i.e. to inform or to entertain).
- 5.1.spi.22. determine whether the theme is stated or implied within a passage.
- 5.1.spi.23. identify similes, metaphors, personification, and hyperbole in context.
- 5.1.spi.24. identify the effect of sound within context (e.g., onomatopoeia, alliteration, rhyme, and repetition).
- 5.1.spi.25. identify information to support opinions, predictions, and conclusions.
- 5.1.spi.26. select a logical word to complete an analogy using synonyms, antonyms, categories and subcategories.
- 5.1.spi.27. identify, using a graphic organizer, placement of events.

Performance Indicators Teacher

As documented through teacher observation -

At Level 1, the student is able to

- 5.1.tpi.1. demonstrate active listening and observe conversational conventions in both formal and informal settings.
- 5.1.tpi.2. decode unknown words utilizing learned strategies and verify word meanings within the context.
- 5.1.tpi.3. read orally with fluency using appropriate pronunciation, expression, and rate.
- 5.1.tpi.4. recognize various literary genres (e.g., poetry, short stories, plays, novels, folk tales, myths, and science fiction).
- 5.1.tpi.5. relate and discuss literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, artistic expressions).
- 5.1.tpi.6. understand, follow, and give oral multi-step directions, which may include pictures or graphics.
- 5.1.tpi.7. predict outcomes and adjust as additional information is acquired.
- 5.1.tpi.8. connect life experiences to text.

At Level 2, the student is able to

- 5.1.tpi.9. preview the text to establish a purpose for reading, to activate prior knowledge, and to facilitate the reading process.
- 5.1.tpi.10. organize prior knowledge using a variety of strategies (e.g., webbing, mapping, and brainstorming).
- 5.1.tpi.11. build vocabulary by reading from a wide variety of texts and literary genres.
- 5.1.tpi.12. use content specific vocabulary.
- 5.1.tpi.13. use metacognitive and self-monitoring reading strategies to improve comprehension (e.g., rereading, identifying miscues, reading ahead, and drawing on earlier reading).
- 5.1.tpi.14. summarize orally what has been learned or accomplished after completing an activity or assignment.
- 5.1.tpi.15. express reactions and personal opinions to a selection or relate the selection to personal experience.
- 5.1.tpi.16. participate in creative responses to texts.
- 5.1.tpi.17. set a purpose for reading (e.g., to understand, to enjoy, and to locate information).
- 5.1.tpi.18. use library media sources to access information.
- 5.1.tpi.19. use learned strategies to determine the meaning of unfamiliar words.
- 5.1.tpi.20. read fluently basic grade appropriate selections.
- 5.1.tpi.21. read daily and independently.

At Level 3, the student is able to

- 5.1.tpi.22. design and deliver an oral presentation incorporating several sources, using visual aids or props.
- 5.1.tpi.23. recognize, create, and discuss the techniques of propaganda (i.e., band wagon, loaded words, testimonials).
- 5.1.tpi.24. discuss similarities and differences in events and/or characters, using evidence cited in two or more texts.
- 5.1.tpi.25. identify how culture, ethnicity, and historical eras are represented in literary text.
- 5.1.tpi.26. relate text to prior personal and historical experiences as well as previously read print and non-print media.
- 5.1.tpi.27. make inferences and recognize unstated assumptions.
- 5.1.tpi.28. make connections among various texts showing similarities and differences.
- 5.1.tpi.29. use media and current technology as a research and communication tool to view, read, and represent information.
- 5.1.tpi.30. extend ideas presented in texts.
- 5.1.tpi.31. interact with the text(s) (e.g., ask questions, make comments, use post-it notes).

Writing**Content Standard: 2.0**

The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

Learning Expectations:

- 2.01 Engage in prewriting using a variety of strategies.
- 2.02 Write for a variety of audiences and purposes.
- 2.03 Show evidence of drafting and revision with written work.
- 2.04 Include editing before the completion of finished work.
- 2.05 Evaluate own and others' writing.
- 2.06 Experience numerous publishing opportunities.
- 2.07 Write narrative accounts.
- 2.08 Write frequently across all content areas.
- 2.09 Write expressively using original ideas, reflections, and observations.
- 2.10 Write in response to literature.
- 2.11 Write in a variety of modes and genres.

Writing Accomplishments

5.2.01 Engage in prewriting using a variety of strategies.

- a. Generate and focus ideas through brainstorming and peer discussions.
- b. Use print and non-print materials along with prior knowledge to provide background for writing.
- c. Arrange ideas by using graphic organizers (e.g., listing, clustering, story maps, and webs).
- d. Develop notes that include important concepts.
- e. Construct an outline with main ideas and supporting details.
- f. Select and refine a topic.
- g. Determine appropriate audience.
- h. Establish a purpose for writing.

5.2.02 Write for a variety of audiences and purposes.

- a. Compose narratives (e.g., to entertain, to inform, to report)
- b. Write frequently in the narrative mode.
- c. Write in response to a standard prompt and/or select a prompt from a varied group.
- d. Write to inform a particular audience about a specific issue.
- e. Write a descriptive paragraph to create a visual image.
- f. Explore and experience frequent opportunities for writing in the expository mode.
- g. Write to acquire knowledge (e.g., clarify thinking, take notes, synthesize information, enhance communication).

5.2.03 Show evidence of drafting and revision with written work.

- a. Select format based on purpose.
- b. Write with a sense of audience.
- c. Develop a paragraph with a topic sentence, supporting details, and a concluding sentence.
- d. Maintain focus of topic with specific relevant supporting details.
- e. Explain and/or illustrate key ideas.
- f. Demonstrate syntactic variety.
- g. Arrange multi-paragraph work in a logical and coherent order.
- h. Write using appropriate time order words or transitional words/phrases.
- i. Use correct page format (e.g., paragraphs, margins, indentations, and titles).
- j. Revise to clarify thought, to refine ideas and to distinguish between important and unimportant information.
- k. Use precise language including vivid words and figurative language.
- l. Produce multiple drafts.

5.2.04 Include editing before the completion of finished work.

- a. Edit for elements of language
- b. Proofread using reference materials and technology.
- c. Create readable documents.

5.2.05 Evaluate own and others' writing.

- a. Develop and use classroom rubrics for written work.
- b. Use the state assessment rubric to make appropriate suggestions for improvement.
- c. Participate in peer review and editing.
- d. Review personal collection to determine progress.
- e. Acknowledge and discuss diversity of individual writing styles.

5.2.06 Experience numerous publishing opportunities.

- a. Produce a variety of written works (e.g., literature response, essays, "published" books, literary collections).
- b. Incorporate photos, illustrations, charts, tables, or graphs.
- c. Use technology for publishing individual and group work.
- d. Identify and explore opportunities for publication (e.g., local and national contests, internet web sites, newspapers/periodicals).

5.2.07 Write narrative accounts.

- a. Write in response to narrative prompts, including frequent opportunities for timed writing.
- b. Write with developed characters, setting, and plot.
- c. Write with well-developed organizational structure, sequence of events, and details.
- d. Maintain focus of topic with specific relevant supporting details.
- e. Elaborate through the use of sensory details, vivid words, and figurative language to establish a context that enables readers to visualize an event or experience.
- f. Explain and/or illustrate key ideas.
- g. Demonstrate syntactic variety (i.e., vary sentence structure).
- h. Demonstrate facility in use of language (i.e., unique word choice).
- i. Develop an identifiable voice.
- j. Use classroom/state rubric as a guide for writing narrative accounts.

5.2.08 Write frequently across all content areas.

- a. Produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, letters to the editor, historical fiction).
- b. Compose and respond to original questions and/or problems from all content areas.
- c. Explain procedures used to solve problems encountered in content areas (e.g., science experiments, math

- problems, map and globe activities).
- d. Investigate content specific topics to gather information and write.
- e. Use experiences from the arts to write creatively and expressively.

5.2.09 Write expressively using original ideas, reflections, and observations.

- a. Express thoughts and feelings using colorful, fully elaborated descriptions.
- b. Incorporate vivid words and figurative language.
- c. Write poems and stories based upon personal reflections, observations, and experiences.
- d. View, read, or listen to examples of various writing styles.

5.2.10 Write in response to literature.

- a. Write a letter to/as a character in a written work.
- b. Create an optional ending for a story.
- c. Retell a story from a different point of view.
- d. Compare and contrast literary works.
- e. Write a reader's response to a literary work.
- f. Write creative, imaginative, and original responses to literature (e.g., poems, raps, songs, stories).

5.2.11 Write in a variety of modes and genres.

- a. Write narratives with vivid, sensory details.
- b. Write descriptive papers which include vivid words and figurative language.
- c. Write expository paragraphs that include multiple steps or examples to support explanation.
- d. Write an essay to compare/contrast two or more people, places, things or ideas.
- e. Create a variety of poems.
- f. Write a research report using multiple sources and notes taken from those sources citing titles and authors.
- g. Write friendly and business letters.
- h. Write journalistic articles.
- i. Use journal entries to demonstrate level of understanding.
- j. Write an autobiographical account.

Fifth Grade Benchmarks/Indicators (Writing)

Performance Indicators State

***These performance indicators will be assessed by the Tennessee Writing Assessment.**

As documented through state assessment -

At Level 1, the student is able to

- 5.2.spi.1. complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing.
- 5.2.spi.2. rearrange sentences to form a sequential, coherent paragraph.
- 5.2.spi.3. identify the purpose for writing (i.e., to entertain, to inform, and to report) .
- 5.2.spi.4. identify the audience for which a piece of text is written.
- 5.2.spi.5. select details that support a topic sentence.
- 5.2.spi.6. choose vivid and active words when writing.
- *5.2.spi.7. develop and write a paragraph topic sentence with supporting details.

At Level 2, the student is able to

- 5.2.spi.8. rearrange paragraphs in a narrative writing selection in sequential or chronological order.
- 5.2.spi.9. select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.
- 5.2.spi.10. identify the most reliable sources of information for preparing a report or project.
- 5.2.spi.11. select the best way to combine sentences to provide syntactic variety within context.
- 5.2.spi.12. select the best title for a written selection.
- 5.2.spi.13. choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
- 5.2.spi.14. supply a missing piece of information in an outline.
- *5.2.spi.15. select, limit, and refine a writing topic.
- *5.2.spi.16. write well-developed, organized, and coherent essays in response to narrative prompts.
- *5.2.spi.17. revise to clarify thought, to refine ideas, and to distinguish between important and unimportant information.
- *5.2.spi.18. edit writing for the elements of language.
- *5.2.spi.19. explain and/or illustrate key ideas when writing.
- *5.2.spi.20. demonstrate syntactic variety when writing.

At Level 3, the student is able to

- 5.2.spi.21. arrange multi-paragraphed work of exposition (e.g., persuasion, compare/contrast) in a logical and coherent order.
- 5.2.spi.22. identify the sentence irrelevant to a paragraph's theme or flow.
- 5.2.spi.23. select an appropriate concluding sentence for a well-developed paragraph.
- *5.2.spi.24. use appropriate transitional words and devices when writing.
- *5.2.spi.25. incorporate figurative language, vivid descriptions, active voice verbs, sensory details, and personal observations to display facility in the use of language.
- *5.2.spi.26. write an effective concluding paragraph for a well-developed essay.

Performance Indicators Teacher

As documented through teacher observation -

At Level 1, the student is able to

- 5.2.tpi.1. use writing prompts for descriptive and narrative essays.
- 5.2.tpi.2. generate ideas for writing.
- 5.2.tpi.3. establish a purpose for writing.
- 5.2.tpi.4. use a variety of prewriting strategies.
- 5.2.tpi.5. share written work with others.
- 5.2.tpi.6. write in a variety of forms and genres.
- 5.2.tpi.7. recognize and use all steps in the writing process.

At Level 2, the student is able to

- 5.2.tpi.8. use a variety of sources to gather information.
- 5.2.tpi.9. compare and contrast two persons, places or things.
- 5.2.tpi.10. write in response to works of literature.
- 5.2.tpi.11. create a well-developed story or passage summary.
- 5.2.tpi.12. write with a sense of audience.
- 5.2.tpi.13. compose notes that include important concepts.
- 5.2.tpi.14. construct clear, coherent, well-organized multi-paragraphed works.
- 5.2.tpi.15. write frequently in the narrative and descriptive modes, including frequent opportunities for timed writing.
- 5.2.tpi.16. use grade level appropriate vocabulary when writing.
- 5.2.tpi.17. produce and edit more than one draft.
- 5.2.tpi.18. write in expressive and imaginative modes.
- 5.2.tpi.19. write creative, original, and imaginative responses to literature.
- 5.2.tpi.20. demonstrate confidence and competence in using the Tennessee Writing Assessment rubric.
- 5.2.tpi.21. develop methods of sharing written work.
- 5.2.tpi.22. produce multiple drafts of writings.
- 5.2.tpi.23. evaluate own and others' narrative writing using the Tennessee Writing Assessment rubric.
- 5.2.tpi.24. write friendly and business letters.

At Level 3, the student is able to

- 5.2.tpi.25. experience numerous publishing opportunities.
- 5.2.tpi.26. write frequently across content areas.
- 5.2.tpi.27. conduct self-evaluation by reviewing one's own writing to assess progress.
- 5.2.tpi.28. write personal reflections to experiences and events.
- 5.2.tpi.29. experience writing in the expository mode (e.g., "how to" paragraphs and explanations).
- 5.2.tpi.30. compose and respond to original questions and/or problems from all content areas.
- 5.2.tpi.31. write using appropriate time-order words or transitional words and phrases.
- 5.2.tpi.32. write a research report using multiple sources and notes taken from these sources.
- 5.2.tpi.33. use correct page format (e.g., paragraphs, margins, indentations, and title).
- 5.2.tpi.34. begin to develop a writing "voice."

Elements of Language

Content Standard: 3.0

The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

Learning Expectations:

- 3.01 Demonstrate knowledge of standard English usage.
- 3.02 Demonstrate knowledge of standard English mechanics.
- 3.03 Demonstrate knowledge of standard English spelling.
- 3.04 Demonstrate knowledge of correct sentence structure.

Elements of Language Accomplishments

5.3.01 Demonstrate knowledge of standard English usage.

- a. Use nouns appropriately (e.g., common/proper, singular/plural; possessives; predicate nouns).
- b. Use verbs appropriately (e.g., action/linking, regular/irregular; "be"/"have," verb phrases, agreement with subject in person and number).
- c. Use pronouns appropriately (e.g., agreement with antecedent, reflexive, possessive, correct pronoun case).
- d. Use adjectives appropriately (e.g., common/proper, predicate adjectives, demonstrative adjectives, proper comparative forms).
- e. Use prepositions appropriately (e.g., place prepositional phrases in correct location within the sentence).
- f. Use adverbs appropriately (e.g., proper comparative forms, adverbs of degree {too, very}).
- g. Use conjunctions appropriately (e.g., coordinating).
- h. Use interjections appropriately.
- i. Recognize usage errors (e.g., double negatives, troublesome words {affect/effect, sit/set, lie/lay, may/can, leave/let, teach/learn}).
- j. Recognize and appreciate cultural and regional differences signaled by word usage and vocabulary.

5.3.02 Demonstrate knowledge of standard English mechanics.

- a. Capitalize correctly sentence beginnings, proper nouns and adjectives, titles, abbreviations, quotations, parts of friendly letters and business letters.
- b. Use correct end of sentence punctuation (e.g., period, question mark).
- c. Demonstrate knowledge of comma rules, colons (between the hour and minute and after the greeting of a business letter), semicolons (in combining sentences), and quotation marks in titles.
- d. Demonstrate the correct use of quotation marks in conversation, including their use with capitalization, end marks, and explanatory material.
- e. Form contractions and possessives using apostrophes.
- f. Abbreviate words correctly.
- g. Continue to write legibly.

5.3.03 Demonstrate knowledge of standard English spelling.

- a. Spell high-frequency words correctly.
- b. Spell correctly commonly misspelled words as appropriate to grade level.
- c. Spell correctly words commonly used in content specific vocabulary.
- d. Recognize misspelled words in the context of sentences.
- e. Spell plurals and possessives correctly.
- f. Use knowledge of root words, prefixes, suffixes, and structural analysis to spell words correctly.
- g. Determine correct spelling of words utilizing electronic and print tools (e.g., spell checkers, dictionaries, lists, word walls, charts).
- h. Identify correctly spelled homonyms within the context of sentences or phrases.
- i. Proofread and edit for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.
- j. Develop a consciousness toward correct spelling across all subject areas.

5.3.04 Demonstrate knowledge of correct sentence structure.

- a. Use appropriate language structure in oral and written communication (e.g., subject-verb agreement in simple and compound sentences, correct word order, correct placement of modifiers).
- b. Recognize and edit incomplete sentences and run-on sentences.
- c. Combine simple sentences into compound sentences.
- d. Combine sentences using compound subjects and/or predicates.

Fifth Grade Benchmarks/Indicators (Elements of Language)**Performance Indicators State**

As documented through state assessment -

At Level 1, the student is able to

- 5.3.spi.1. recognize usage errors occurring within context (e.g., double negatives, troublesome words: to, too, two; their, there, they're; lie, lay; sit, set).
- 5.3.spi.2. select the best way to correct incomplete sentences within context..

At Level 2, the student is able to

- 5.3.spi.3. identify the correct use of nouns (i.e., singular/plural, possessives, predicate nouns, nouns as objects), pronouns (i.e., agreement, subject, object), verbs (i.e., action/linking, regular/irregular, agreement, tenses), adjectives (i.e., common/proper, comparative forms, predicate adjectives), and adverbs (i.e., comparative forms, negatives) within context.
- 5.3.spi.4. identify sentences with correct subject-verb agreement (person/number).
- 5.3.spi.5. identify the correct use of commas (i.e., series, dates, addresses, friendly letters, compound sentences, coordinating conjunctions, and introductory words) within context.
- 5.3.spi.6. choose the correct use of quotation marks and commas in direct quotations.
- 5.3.spi.7. identify correctly or incorrectly spelled words in context.
- 5.3.spi.8. identify the correct spelling of plurals and possessives.

At Level 3, the student is able to

- 5.3.spi.9. identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases and/or clauses).
- 5.3.spi.10. choose the most appropriate interjection to complete a sentence.
- 5.3.spi.11. identify the correct use of colons (i.e., in business letters and preceding a list of items).
- 5.3.spi.12. select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, and periods to join or separate elements) within context.

Performance Indicators Teacher

As documented through teacher observation -

At Level 1, the student is able to

- 5.3.tpi.1. write legibly.
- 5.3.tpi.2. spell high-frequency words and frequently misspelled words correctly.
- 5.3.tpi.3. use appropriate language structure in oral and written communication (e.g., subject-verb agreement, correct word order, and placement of modifiers).

At Level 2, the student is able to

- 5.3.tpi.4. use correctly formed contractions, abbreviations, and possessives when writing.
- 5.3.tpi.5. use correctly punctuated dialog in writing.
- 5.3.tpi.6. edit one's own writing for spelling, capitalization and punctuation.
- 5.3.tpi.7. demonstrate the correct use of punctuation.

At Level 3, the student is able to

- 5.3.tpi.8. routinely incorporate compound sentences in writing.
- 5.3.tpi.9. begin to use complex sentences in writing.
- 5.3.tpi.10. develop a consciousness toward correct spelling across all subject areas.
- 5.3.tpi.11. use commas, colons, and semi-colons correctly when writing.
- 5.3.tpi.12. use singular and plural possessives correctly.