

Tennessee English Language Arts Standards 2009-2010 Implementation

Grade 5

Standard 1—Language

Grade Level Expectations

GLE 0501.1.1 Demonstrate knowledge of Standard English usage, mechanics, and spelling.

GLE 0501.1.2 Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.

GLE 0501.1.3 Demonstrate knowledge of Standard English sentence structure.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0501.1.1** Know and use appropriately the meaning, forms, and functions of **nouns** (e.g., common/proper, singular/plural, possessives, predicate nouns), **verbs** (e.g., action/linking, regular/irregular, be/have, verb phrases, agreement with subject in person and number), **pronouns** (e.g., agreement with antecedent, reflexive, possessive, correct pronoun case), **adjectives** (e.g., common/proper, predicate adjectives, demonstrative adjectives, proper comparative forms), **adverbs** (e.g., proper comparative forms, adverbs of degree {too, very}), **conjunctions** (e.g., coordinating), **interjections**, and **prepositions** (place prepositional phrases in correct location within the sentence).
- ✓ **0501.1.2** Recognize usage errors (e.g., double negatives, troublesome words: {to/to/two, their/there/they're, its/it's, sit/set, lie/lay, affect/effect, sit/set, lie/lay, may/can, leave/let, teach/learn}).
- ✓ **0501.1.3** Recognize and appreciate cultural and regional differences signaled by word usage and vocabulary.
- ✓ **0501.1.4** Capitalize correctly sentence beginnings, proper nouns and adjectives, titles, abbreviations, quotations, parts of friendly letters and business letters.
- ✓ **0501.1.5** Use correct end of sentence punctuation (e.g., period, question mark).
- ✓ **0501.1.6** Demonstrate knowledge of the meaning and function of certain marks of punctuation, including **colons** (between the hour and minute and after the greeting of

a business letter), **semi-colons**, **apostrophes**, **quotation marks**, and **commas** used in these ways: direct address, items in a series, following introductory words, in dates and addresses, quotations, parts of a letter, and before coordinating conjunctions in compound sentences.

- ✓ **0501.1.7** Demonstrate the correct use of quotation marks in conversation, including their use with capitalization, end marks, and explanatory material.
- ✓ **0501.1.8** Spell correctly high-frequency and commonly misspelled words appropriate to grade level.
- ✓ **0501.1.9** Form and spell correctly contractions, plurals, and possessives.
- ✓ **0501.1.10** Abbreviate words correctly.
- ✓ **0501.1.11** Write legibly in manuscript and cursive.
- ✓ **0501.1.12** Use appropriate language structure in oral and written communication (e.g., subject-verb agreement in simple and compound sentences, correct syntax, correct placement of modifiers).
- ✓ **0501.1.13** Recognize incomplete sentences and run-on sentences and edit appropriately.
- ✓ **0501.1.14** Eliminate reliance on simple sentences by combining independent clauses, by creating compound subjects and/or predicates, by using introductory phrases or clauses, or by appropriate use of a semi-colon.
- ✓ **0501.1.15** Define and recognize word synonyms, antonyms, and homonyms.
- ✓ **0501.1.16** Use a variety of previously learned strategies (e.g., roots and affixes, context, reference sources) to determine the meaning of unfamiliar words.

STATE PERFORMANCE INDICATORS

SPI 0501.1.1 Identify the correct use of nouns (i.e., singular/plural, possessives, predicate nouns, nouns as objects) and pronouns (i.e., agreement, subject, object) within context.

SPI 0501.1.2 Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, tenses) within context.

SPI 0501.1.3 Identify the correct use of adjectives (i.e., common/proper, comparative forms, predicate adjectives) and adverbs (i.e., comparative forms, negatives) within context.

SPI 0501.1.4 Recognize usage errors occurring within context (e.g., double negatives, troublesome words: {to/too/two, their/there/they're, lie/lay, sit/set, leave/let, learn/teach}).

SPI 0501.1.5 Identify sentences with correct use of commas (i.e., series, dates, addresses, friendly letters, compound sentences, coordinating conjunctions, and introductory words) and of colons within context.

SPI 0501.1.6 Choose the correct use of quotation marks and commas in direct quotations.

SPI 0501.1.7 Identify correctly or incorrectly spelled words in context, including the correct spelling of plurals and possessives.

SPI 0501.1.8 Identify within context a variety of appropriate sentence-combining techniques (i.e., comma+ coordinating conjunction, use of semicolon, introductory phrases and/or clauses).

SPI 0501.1.9 Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements) within context.

SPI 0501.1.10 Select the best way to correct incomplete sentences within context.

SPI 0501.1.11 Determine word meanings within context.

SPI 0501.1.12 Recognize root words, prefixes, and syllabication as aids in determining meaning within context.

SPI 0501.1.13 Select appropriate synonyms, antonyms, and homonyms within context.

SPI 0501.1.14 Identify compound words, contractions, and common abbreviations within context.

SPI 0501.1.15 Recognize and use grade appropriate vocabulary within context.

SPI 0501.1.16 Determine the correct meaning/usage of multiple meaning words within context.

Standard 2—Communication

Grade Level Expectations

GLE 0501.2.1 Continue to develop critical listening skills necessary for comprehension and task completion.

GLE 0501.2.2 Continue to develop strategies for expressing thoughts and ideas clearly and effectively.

GLE 0501.2.3 Explore the organizational structures of speeches.

GLE 0501.2.4 Participate in teams for work and discussion.

Checks for Understanding (Formative/Summative Assessment)

Listening

- ✓ **0501.2.1** Listen attentively by facing the speaker, asking questions, and summarizing what is said.
- ✓ **0501.2.2** Use established rules for polite conversation (e.g., do not interrupt, face the speaker, listen attentively, provide appropriate feedback, take turns, raise hands).
- ✓ **0501.2.3** Give multi-step directions (e.g., tell someone how to make a simple recipe).
- ✓ **0501.2.4** Formulate and respond to questions from teachers and group members.
- ✓ **0501.2.5** Identify the targeted audience and purpose for a speech.
- ✓ **0501.2.6** Construct a summary of a speech.

Speaking

- ✓ **0501.2.7** Participate in creative and expressive responses to text (e.g., choral reading, discussion, dramatization, oral presentations, and personal experiences).
- ✓ **0501.2.8** Use different voice levels and speech patterns in formal and informal situations.
- ✓ **0501.2.9** Participate in recitations of assigned/self-selected passages.
- ✓ **0501.2.10** Create and deliver an oral presentation using visual aids or props.

- ✓ **0501.2.11** Recognize common organizational structures of speeches (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).
- ✓ **0501.2.12** Formulate the criteria needed in selecting a good group leader (e.g., understands the group task, works well with others, keeps the group on task).

STATE PERFORMANCE INDICATORS

SPI 0501.2.1 Identify the audience for a given speech.

SPI 0501.2.2 Identify the criteria necessary for a good group leader appropriate to a particular task (i.e., understands the group task, works well with others, keeps the group on task).

SPI 0501.2.3 Choose the best summary of a speech.

SPI 0501.2.4 Organize ideas in the most effective order for an oral presentation.

Standard 3—Writing

Grade Level Expectations

GLE 0501.3.1 Write for a variety of purposes and to a variety of audiences.

GLE 0501.3.2 Write in a variety of modes and genres, including narration, literary response, personal expression, description, and imaginative.

GLE 0501.3.3 Know and apply the steps of the writing process: prewriting, drafting, revising, editing, evaluating, and publishing.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0501.3.1** Determine an audience and purpose for writing.
- ✓ **0501.3.2** Write for a variety of purposes: to entertain, persuade, inform, describe, demonstrate knowledge, answer questions, respond to literature, acquire knowledge (e.g., clarify thinking, take notes, synthesize information, enhance communication).
- ✓ **0501.3.3** Practice writing to narrative and descriptive prompts within a specified time.
- ✓ **0501.3.4** Write poems, stories, and essays based upon personal reflections, observations, and experiences.
- ✓ **0501.3.5** Compare and contrast two persons, places, things, or ideas.
- ✓ **0501.3.6** Make written responses to literature studied (e.g., critique, journal, group project).
- ✓ **0501.3.7** Create a well-developed story or passage summary, as well as personal reflections and imaginative writing samples.
- ✓ **0501.3.8** Compose and respond in writing to original questions and/or problems from all content areas.
- ✓ **0501.3.9** Explore writing in the expository mode.
- ✓ **0501.3.10** Recognize and use all steps in the writing process: prewriting, drafting, revising, editing/proofing, publishing.
- ✓ **0501.3.11** Construct an outline with main ideas and supporting details.
- ✓ **0501.3.12** Select and refine a topic.
- ✓ **0501.3.13** Compose clear, coherent, well-organized multi-paragraphed works.

- ✓ **0501.3.14** Develop a paragraph with a topic sentence, supporting details, and a concluding sentence.
- ✓ **0501.3.15** Demonstrate syntactic variety.
- ✓ **0502.3.16** Use precise language, including vivid words and figurative language.
- ✓ **0501.3.17** Use appropriate time-order or transitional words and phrases.
- ✓ **0501.3.18** Use correct page format (e.g., paragraphs, margins, indentations, title).
- ✓ **0501.3.19** Revise to clarify thought, to refine ideas, and to distinguish between important and unimportant information.
- ✓ **0501.3.20** Use resources (e.g., dictionary, thesaurus, computer) to aid in the writing process.
- ✓ **0501.3.21** Demonstrate confidence and competence in using the Tennessee Writing Assessment rubric while evaluating one's own writing and the writing of others.
- ✓ **0501.3.22** Use technology to publish and present.
- ✓ **0501.3.23** Identify and explore opportunities for publication (e.g., local/national contests, Internet websites, newspapers, periodicals, school displays).

*****STATE PERFORMANCE INDICATORS**

SPI 0501.3.1 Identify the audience for which a text is written.

SPI 0501.3.2 Identify the purpose for writing (i.e., to entertain, to inform, to share experiences, to persuade, to report).

SPI 0501.3.3 Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.

SPI 0501.3.4 Identify the sentence irrelevant to a paragraph's theme or flow.

SPI 0501.3.5 Select an appropriate concluding sentence for a well-developed paragraph.

SPI 0501.3.6 Rearrange sentences to form a sequential, coherent paragraph.

SPI 0501.3.7 Select details that support a topic sentence.

SPI 0501.3.8 Select vivid and active words for a writing sample.

SPI 0501.3.9 Choose the sentence that best supports the topic sentence and fits the flow of ideas in a paragraph.

SPI 0501.3.10 Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.

SPI 0501.3.11 Rearrange paragraphs in a narrative writing selection in sequential and chronological order.

SPI 0501.3.12 Select an appropriate title that reflects the topic of a written selection.

SPI 0501.3.13 Complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing.

***** Writing is also assessed through the writing component of the Tennessee Comprehensive Assessment Program (TCAP). The TCAP Writing Assessment requires students to write a rough draft essay in response to an assigned prompt (topic) within a limited time period. Fifth-grade students are asked to write a narrative essay (a story), eighth-grade students an expository essay (an explanation), and eleventh-grade students a persuasive essay (an argument). The writing samples are scored holistically.**

Standard 4--Research

Grade Level Expectations

GLE 0501.4.1 Conduct research to access and present information.

GLE 0501.4.2 Collect, organize, determine reliability, and use information researched.

GLE 0501.4.3 Present the research results in a written report, citing the resources used.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0501.4.1** Define and narrow a topic for research.
- ✓ **0501.4.2** Discern and use appropriate reference sources in various format (e.g., interviews with family and community; encyclopedia, card/electronic catalogs, almanacs, magazines, newspapers).
- ✓ **0501.4.3** Use current technology as a research and communication tool for personal interest, research, and clarification.
- ✓ **0501.4.4** Gather and record information on a research topic using three different sources, at least one of which must be a print source.
- ✓ **0501.4.5** Evaluate and determine the reliability of sources on a given topic.
- ✓ **0501.4.6** Organize information from text or technological sources using a graphic organizer.
- ✓ **0501.4.7** Develop a note taking system that includes important concepts, paraphrases, summaries, and identification of reference sources.
- ✓ **0501.4.8** Write a research report using and citing three or more sources.
- ✓ **0501.4.9** Distinguish between necessary and unnecessary bibliographical information (information that should or should not be included in a citation).
- ✓ **0501.4.10** Cite three or more sources, including the title, author, and page number(s).

STATE PERFORMANCE INDICATORS

SPI 0501.4.1 Identify the most reliable information sources available for preparing a research report.

SPI 0501.4.2 Identify information that should or should not be included in a citation.

SPI 0501.4.3 Complete a graphic organizer (e.g., chart, web) organizing material collected from text or technological sources.

SPI 0501.4.4 Select appropriate sources from which to gather information on a given topic.

Standard 5—Logic

Grade Level Expectations

GLE 0501.5.1 Refine logic skills to facilitate learning and to enhance thoughtful reasoning.

GLE 0501.5.2 Use logic to make inferences and to draw conclusions in a variety of oral and written contexts.

GLE 0501.5.3 Explore the concept of persuasive devices.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0501.5.1** Distinguish between fact/ opinion, between cause/effect, and between fantasy/reality.
- ✓ **0501.5.2** Make inferences and draw appropriate conclusions while reading, viewing, or listening to print and non-print media.
- ✓ **0501.5.3** Make and adjust predictions while reading, viewing, or listening to print and non-print media.
- ✓ **0501.5.4** Construct and complete analogies using synonyms, antonyms, homonyms, categories, and subcategories.
- ✓ **0501.5.5** Recognize examples of persuasive devices (e.g., bandwagon, loaded terms, testimonial, name-calling).

STATE PERFORMANCE INDICATORS

SPI 0501.5.1 Locate information to support opinions, predictions, and conclusions.

SPI 0501.5.2 Identify stated or implied cause and effect relationships in text.

SPI 0501.5.3 Distinguish between fact/opinion and reality/fantasy.

SPI 0501.5.4 Determine the conflict in a text and recognize its solution.

SPI 0501.5.5 Select a logical word to complete an analogy using synonyms, antonyms, homonyms, categories, and subcategories.

SPI 0501.5.6 Make inferences and draw appropriate conclusions from text.

SPI 0501.5.7 Indicate the correct sequence of events in text.

Standard 6—Informational Text

Grade Level Expectations

GLE 0501.6.1 Apply appropriate skills and strategies to comprehend informational texts (e.g., pre-reading strategies, comprehension strategies, graphic organizers, questioning text).

GLE 0501.6.2 Recognize the different text features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs).

GLE 0501.6.3 Explore the organizational structures of informational texts.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0501.6.1** Use a variety of pre-reading strategies (e.g., set a purpose for reading, {to understand, to enjoy, to solve problems, to locate specific information/facts}, utilize reference sources to build background for reading, preview text features)
- ✓ **0501.6.2** Derive meaning while reading (e.g., use metacognitive and self-monitoring reading strategies to improve comprehension {reread, identify miscues, read ahead, ask for help, draw on earlier reading}).
- ✓ **0501.6.3** Check for understanding after reading (e.g., indicate sequence of events, identify the author's purpose).
- ✓ **0501.6.4** Use common text parts and features to enhance understanding (e.g., headings, key words, graphics, captions, side bars, chapter titles, glossaries).
- ✓ **0501.6.5** Understand sequence of events from text.
- ✓ **0501.6.6** Determine the main idea and supporting details from text.
- ✓ **0501.6.7** Skim text to develop a general overview of content or to locate specific information.
- ✓ **0501.6.8** Understand a variety of informational texts, which include primary sources (e.g., autobiographical sketches, letters, diaries, Internet sites).
- ✓ **0501.6.9** Follow multi-tasked instructions in informational and technical texts (e.g., follow a recipe, complete assembly instructions).
- ✓ **0501.6.10** Summarize information presented in text.

- ✓ **0501.6.11** Explore the organizational structures of informational text (e.g., chronological, sequential, cause-effect, comparison-contrast, problem-solution).

STATE PERFORMANCE INDICATORS

SPI 0501.6.1 Select questions used to focus and clarify thinking before, during, and after reading text.

SPI 0501.6.2 Select and use common text features to make meaning from text (e.g., headings, key words, graphics, captions, sidebars).

SPI 0501.6.3 Locate information using available text features (e.g., maps, charts, graphics)

SPI 0501.6.4 Identify the stated main idea and supporting details in text.

SPI 0501.6.5 Select the best summary of a text.

SPI 0501.6.6 Arrange a set of instructions in sequential order.

Standard 7--Media

Grade Level Expectations

GLE 0501.7.1 Recognize that media can provide sources of information and entertainment.

GLE 0501.7.2 Use media to publish and present information.

GLE 0501.7.3 Understand that the choice of medium influences the message in a presentation.

GLE 0501.7.4 Be aware of how message or meaning changes when a written work is translated into a visual presentation.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0501.7.1** Use media (e.g., photographs, films, videos, the arts, online catalogs, nonfictions books, encyclopedias, CD-ROM references, Internet) to view, read, and represent information.
- ✓ **0501.7.2** Use print and non-print materials along with prior knowledge to provide background for writing and/or presenting.
- ✓ **0501.7.3** Use media to conduct research and prepare reports.
- ✓ **0501.7.4** Use libraries/media centers to access media sources.
- ✓ **0501.7.5** Use media to enhance reports and oral presentations.
- ✓ **0501.7.6** Examine the effects of media (e.g., television, print materials, Internet, magazines) on daily life.

STATE PERFORMANCE INDICATORS

SPI 0501.7.1 Select the most appropriate medium or media for accessing information, writing a report, or enhancing an oral presentation.

SPI 0501.7.2 Determine the main idea in a visual image.

SPI 0501.7.3 Identify the mood created by a visual image.

SPI 0501.7.4 Identify the various functions of media in daily life (i.e., communication, entertainment, information, persuasion).

Standard 8—Literature

Grade Level Expectations

GLE 0501.8.1 Use previously learned comprehension strategies before, during, and after reading.

GLE 0501.8.2 Experience various literary genres, including fiction and nonfiction, poetry, drama, chapter books, biography/autobiography, short stories, folk tales, myths, science fiction.

GLE 0501.8.3 Understand the basic characteristics of the genres (e.g., narratives, prose, poetry, drama) studied.

GLE 0501.8.4 Recognize and understand basic literary terms (e.g., simile, metaphor, setting, point of view, alliteration, onomatopoeia).

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0501.8.1** Use a variety of pre-reading strategies (e.g., set a purpose for reading, {to understand, to enjoy, to solve problems, to locate specific information/facts}, utilize reference sources to build background for reading, preview text features)
- ✓ **0501.8.2** Derive meaning while reading (e.g., use metacognitive and self-monitoring reading strategies to improve comprehension {reread, identify miscues, read ahead, ask for help, draw on earlier reading}).
- ✓ **0501.8.3** Check for understanding after reading (e.g., indicate sequence of events, identify the author's purpose).
- ✓ **0501.8.4** Build vocabulary by reading from a wide variety of texts and literary genres.
- ✓ **0501.8.5** Recognize varying forms of text (e.g., poems {lines and stanzas}, plays {acts, stage directions}, novels {chapters}).
- ✓ **0501.8.6** Understand the meaning of plot, character, setting, conflict, point of view, and theme in narration.
- ✓ **0501.8.7** Explore the various kinds of conflict (e.g., person vs. person, person vs. self, person vs. environment, person vs. technology).
- ✓ **0501.8.8** Begin to distinguish between first and third person points of view.
- ✓ **0501.8.9** Distinguish between a stated and implied theme.

- ✓ **0501.8.10** Analyze the plot structure of a narrative (story) including identifying the problem (conflict) and determining how the problem is resolved.
- ✓ **0501.8.11** Discuss similarities and differences in events and/or characters, using evidence cited in two or more texts.
- ✓ **0501.8.12** Make connections among various texts showing similarities and differences.
- ✓ **0501.8.13** Recognize elements peculiar to dramatic literature (e.g., time constraints, organizational structure, stage directions, dialogue).
- ✓ **0501.8.14** Know and use basic literary devices (e.g., imagery, metaphor, simile, personification, hyperbole).
- ✓ **0501.8.15** Recognize sound devices in poetry (e.g., onomatopoeia, alliteration, rhythm, rhyme, repetition).
- ✓ **0501.8.16** Identify how culture, ethnicity, and historical eras are represented in literary text.

STATE PERFORMANCE INDICATORS

SPI 0501.8.1 Identify setting, characters, plot, and theme.

SPI 0501.8.2 Recognize reasonable predictions of future events within a given context.

SPI 0501.8.3 Distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies).

SPI 0501.8.4 Identify and interpret the main incidents of a plot, their causes, how they influence future actions, and how they are resolved.

SPI 0501.8.5 Recognize that a story is told from first person point of view.

SPI 0501.8.6 Determine whether the theme is stated or implied within a passage.

SPI 0501.8.7 Identify similes, metaphors, personification, and hyperbole in context.

SPI 0501.8.8 Identify the effect of sound within context (i.e., onomatopoeia, alliteration, rhythm, rhyme, repetition).

SPI 0501.8.9 Identify the author's purpose (i.e., to inform, to entertain, to share feelings, to describe, to persuade).