

Tennessee English Language Arts Standards

Grade 5

Standard 1—Language

Conceptual Strand 1

Standard American English conventions and vocabulary are essential to effective communication and to success in college classrooms and workplaces.

Guiding Question 1

How does language usage reflect mastery of Standard American English and its conventions?

Grade Level Expectations

GLE 0501.1.1 Demonstrate knowledge of Standard English usage.

GLE 0501.1.2 Demonstrate knowledge of Standard English mechanics.

GLE 0501.1.3 Demonstrate knowledge of Standard English spelling.

GLE 0501.1.4 Demonstrate knowledge of correct sentence structure.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0501.1.1** Know and use appropriately the meaning, forms, and functions of the eight parts of speech (i.e., nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, and interjections).
- ✓ **0501.1.2** Recognize usage errors (e.g., double negatives, troublesome words: 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, 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, 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** Apply correct orthographic conventions, including spelling, contractions and possessives, and letter formation in cursive writing.
- ✓ **0501.1.9** 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).
- ✓ **0501.1.10** Recognize incomplete sentences and run-on sentences and edit appropriately.
- ✓ **0501.1.11** 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.

STATE PERFORMANCE INDICATORS

SPI 0501.1.1 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 0501.1.2 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.

SPI 0501.1.3 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 0501.1.4 Choose the correct use of quotation marks and commas in direct quotations.

SPI 0501.1.5 Identify correctly or incorrectly spelled words in context, including the correct spelling of plurals and possessives.

SPI 0501.1.6 Identify within context a variety of appropriate sentence-combining techniques (i.e., comma+ coordinating conjunction, use of semicolon, introductory phrases and/or clauses).

SPI 0501.1.7 Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements) within context.

SPI 0501.1.8 Select the best way to correct incomplete sentences within context.

Standard 2—Communication

Conceptual Strand 2

Effective communication through clear and persuasive expression and attentive listening is necessary for success in school, the workplace, and in the larger community.

Guiding Question 2

What communication skills are essential to achieve success in school, the workplace, and in leisurely pursuits?

Grade Level Expectations

GLE 0501.2.1 Continue to develop oral language skills necessary for communication.

GLE 0501.2.2 Continue to develop listening skills necessary for communication.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0501.2.1** Listen attentively by facing the speaker, asking questions, and paraphrasing 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** Understand, follow, and 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** Participate in creative and expressive responses to text (e.g., choral reading, discussion, dramatization, oral presentations, and personal experiences).
- ✓ **1501.2.6** Use different voice levels and speech patterns in formal and informal situations.
- ✓ **1501.2.7** Participate in recitations of assigned/self-selected passages.
- ✓ **1501.2.8** Create and deliver an oral presentation using visual aids or props.

STATE PERFORMANCE INDICATORS

Standard 3—Writing

Conceptual Strand 3

The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.

Guiding Question 3

How will students demonstrate their ability to write effectively for a variety of purposes and audiences?

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.

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

GLE 0501.3.4 Write in a variety of modes and genres, including narration, literary response, personal expression, description, and imaginative

GLE 0501.3.5 Write frequently across content areas.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0501.3.1** Practice writing to narrative and descriptive prompts within a specified time.
- ✓ **0501.3.2** Generate ideas for writing, taking into consideration audience and purpose.
- ✓ **0501.3.3** Use a variety of prewriting strategies.
- ✓ **0501.3.4** Recognize and use all steps in the writing process: prewriting, drafting, revising, editing/proofing, publishing.
- ✓ **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 clear, coherent, well-organized multi-paragraphed works.

- ✓ **0501.3.9** Conduct timed writings to narrative prompts.
- ✓ **0501.3.10** Demonstrate confidence and competence in using the Tennessee Writing Assessment rubric while evaluating one’s own writing and the writing of others.
- ✓ **0501.3.11** Compose and respond in writing to original questions and/or problems from all content areas.
- ✓ **0501.3.12** Use appropriate time-order or transitional words and phrases.
- ✓ **0501.3.13** Use correct page format (e.g., paragraphs, margins, indentations, title).
- ✓ **0501.3.14** Begin to develop a writing “voice.”
- ✓ **0501.3.15** Introduce writing in the expository mode.

STATE PERFORMANCE INDICATORS

SPI 0501.3.1 Complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing.

SPI 0501.3.2 Rearrange sentences to form a sequential, coherent paragraph.

SPI 0501.3.3 Identify the purpose for writing (i.e., to entertain, to inform, to report).

SPI 0501.3.4 Identify the audience for which a text is written.

SPI 0501.3.5 Select details that support a topic sentence.

SPI 0501.3.6 Incorporate vivid and active words into a writing sample.

SPI 0501.3.7 Develop and write a paragraph topic sentence with supporting details.

SPI 0501.3.8 Rearrange paragraphs in a narrative writing selection in sequential and chronological order.

SPI 0501.3.9 Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.

SPI 0501.3.10 Select the best way to combine sentences to provide syntactic variety within context.

SPI 0501.3.11 Select the best title for a written selection.

SPI 0501.3.12 Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.

SPI 0501.3.13 Supply a piece of missing information in an outline.

SPI 0501.3.14 Select, limit, and refine a writing topic.

Standard 4--Research

Conceptual Strand 4

Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.

Guiding Question 4

How can students develop the ability to find and incorporate reliable, valid research materials into their original work and give appropriate credit to sources?

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.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0501.4.1** Define and narrow a topic for research.
- ✓ **0501.4.2** Use current technology as a research and communication tool for personal interest, research, and clarification.
- ✓ **0501.4.3** Gather and record information on a research topic using three different sources, at least one of which must be a print source.
- ✓ **0501.4.4** Evaluate and determine the reliability of sources on a given topic.
- ✓ **0501.4.5** Organize information from text or technological sources using a graphic organizer.
- ✓ **0501.4.6** Write a research report, using three sources and notes taken from those sources citing title and authors.
- ✓ **0501.4.7** Learn proper citation forms for texts and for Internet sources.
- ✓ **0501.4.8** Utilize the dictionary, glossary, thesaurus, other word-referenced materials.
- ✓ **0501.4.9** Discern and use appropriate reference sources in various format (e.g., interviews with family and community; encyclopedia, card/electronic catalogs, almanacs, magazines, newspapers).
- ✓ **0501.4.10** Develop notes that include important concepts, paraphrases, summaries, and identification of reference sources.

STATE PERFORMANCE INDICATORS

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

SPI 0501.4.2 Develop a note-taking system or some other method of effective information collection.

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

SPI 0501.4.4 From a list of citations, choose the properly written one.

Standard 5—Logic

Conceptual Strand 5

Logic develops the skills of reasoning soundly, thinking critically, arguing persuasively, and inferring appropriately.

Guiding Question 5

How can students develop and demonstrate the ability to apply logic in a sound and systematic way?

Grade Level Expectations

GLE 0501.4.1 Refine logic skills to facilitate learning.

GLE 0501.4.2 Distinguish among facts, opinions, and inferences.

GLE 0501.4.3 Develop analogical reasoning.

GLE 0501.4.4 Use logic to draw appropriate conclusions.

GLE 0501.4.5 Recognize false premises and faulty logic in advertising.

Check for Understanding (Formative/Summative Assessment)

- ✓ **0501.5.1** Distinguish fact from opinion and cause from effect.
- ✓ **0501.5.2** Draw inferences 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** Draw conclusions while reading, viewing, or listening to print and non-print media.
- ✓ **0501.5.5 Construct** and complete analogies.

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 and opinion in text.

SPI 0501.5.4 Evaluate texts for elements of reality and fantasy.

SPI 0501.5.5 Determine the conflict in a text and recognize its solution.

SPI 0501.5.6 Select a logical word to complete an analogy using synonyms and antonyms and categories and subcategories.

SPI 0501.5.7 Determine appropriate inferences and draw conclusions from text.

SPI 0501.5.8 Make predictions about text.

SPI 0501.5.9 Indicate the correct sequence of events in text.

SPI 0501.5.10 Identify the techniques of propaganda (i.e., bandwagon, loaded words, testimonials).

Standard 6—Informational Text

Conceptual Strand 6

Most texts are informational in nature and require a comprehensive set of skills different from those needed for recreational reading.

Guiding Question 6

What specific strategies and skills are required in order to understand and interpret various informational texts?

Grade Level Expectations

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

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

GLE 0501.6.3 Follow multi-tasked instructions in informational and technical texts (e.g., follow a recipe, complete assembly instructions).

GLE 0501.6.4 Follow the organizational structure of informational/technical text.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0501.6.1** Set a purpose for reading (e.g., to understand, to enjoy, to solve problems, to locate specific information/facts).
- ✓ **0501.6.2** Use common text parts and features to enhance understanding (e.g., headings, key words, graphics, captions, side bars, chapter titles, glossaries).
- ✓ **0501.6.3** Understand sequence of events from text.
- ✓ **0501.6.4** Determine the main idea and supporting details from text.
- ✓ **0501.6.5** Skim text to develop a general overview of content or to locate specific information.
- ✓ **0501.6.6** Understand a variety of informational texts, which include primary sources (e.g., autobiographical sketches, letters, diaries, Internet sites).

STATE PERFORMANCE INDICATORS

SPI 0501.6.1 Use headings, graphics, captions, glossaries, and chapter titles to make meaning from text.

SPI 0501.6.2 Interpret information using a chart, map, or timeline.

SPI 0501.6.3 Identify the stated main idea and supporting details in text.

Standard 7--Media

Conceptual Strand 7

An ability to understand and analyze media and technology will be vital, ongoing life skills.

Guiding Question 7

What strategies will help students become thoughtful users of information coming from a wide variety of 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 esearch 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 making a presentation.

SPI 0501.7.2 Determine the main idea in a visual image.

SPI 0501.7.3 Use appropriate media to enhance an oral presentation.

Standard 8—Literature

Conceptual Strand 8

Educated members of adult society gain knowledge of themselves and others through the study of literature, thus becoming critical readers and lifelong members of literacy communities.

Guiding Question 8

What skills and strategies are necessary for students to understand literary text and to make appropriate connections among themselves, the text, and the human community?

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 studied.

GLE 0501.8.4 Understand the meaning of plot, character, setting, point of view, and theme in narration.

GLE 0501.8.5 Know and understand basic terms used in poetry (e.g., rhythm, rhyme, metaphor, simile, personifications, onomatopoeia).

GLE 0501.8.6 Recognize elements peculiar to dramatic literature (e.g., time constraints, organizational structure, dialogue).

GLE 0501.8.7 Consider literature selections as reflections of the culture in which they were written.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0501.8.1** Decode unknown words utilizing learned strategies.
- ✓ **0501.8.2 Recognize** various literary genres and their characteristics.
- ✓ **0501.8.3 Predict** outcomes and adjust as additional information is acquired.
- ✓ **0501.8.4** Organize prior knowledge using a variety of strategies (e.g., webbing, mapping, and brainstorming).
- ✓ **0501.8.5** Build vocabulary by reading from a wide variety of texts and literary genres.

- ✓ **0501.8.6** Use metacognitive and self-monitoring strategies to improve comprehension (e.g., rereading, identifying miscues, reading ahead, drawing on earlier reading).
- ✓ **0501.8.7** Participate in creative responses to text.
- ✓ **0501.8.8** Discuss similarities and differences in events and/or characters, using evidence cited in two or more texts.
- ✓ **0501.8.9** Identify how culture, ethnicity, and historical eras are represented in literary text.
- ✓ **0501.8.10** Make inferences and recognize unstated assumptions.
- ✓ **0501.8.11** Make connections among various texts showing similarities and differences.
- ✓ **0501.8.12** Understand figurative language in context (i.e., similes, metaphors, personification, hyperbole).
- ✓ **0501.8.13** Understand the effect of sound within context (e.g., onomatopoeia, alliteration, rhyme, repetition).
- ✓ **0501.8.14** Analyze the plot structure of a narrative (story) including identifying the problem (conflict) and determining how the problem is resolved.

STATE PERFORMANCE INDICATORS

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

SPI 0501.8.2 Select questions used to focus and clarify thinking before, during, and after reading text.

SPI 0501.8.3 Determine word meanings within context.

SPI 0501.8.4 Identify the sequence of events in fiction selections.

SPI 0501.8.5 Select stated or implied main idea and supporting details from fiction selections.

SPI 0501.8.6 Identify stated or implied cause and effect relationships in fiction selections.

SPI 0501.8.7 Select the appropriate summary statement for a given passage.

SPI 0501.8.8 Recognize reasonable predictions of future events within a given context.

SPI 0501.8.9 Distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies).

SPI 0501.8.10 Identify and interpret the main incidents of a plot, their causes, how they influence future actions, and how they are resolved.

SPI 0501.8.11 Demonstrate knowledge of the difference between first person and third person point of view in writing.

SPI 0501.8.12 Determine whether the theme is stated or implied within a passage.

SPI 0501.8.13 Identify similes, metaphors, personification, and hyperbole in context.

SPI 0501.8.14 Identify the effect of sound within context (e.g., onomatopoeia, alliteration, rhyme, repetition).