

Grade Level Expectations for the Sunshine State Standards

Language Arts Fifth Grade



F L O R I D A

Department
of Education

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**Sunshine State Standards
Grade Level Expectations
Language Arts
Fifth Grade**

The fifth grade student:

Reading

- extends previously learned prereading knowledge and skills of the fourth grade with increasingly complex reading texts and assignments and tasks.
- refines previously learned knowledge and skills of the third grade with increasingly complex reading selections and assignments and tasks (for example, decoding, context clues, predicting, variety of word structure, constructing meaning, purposes of reading).
- uses a variety of strategies to determine meaning and increase vocabulary (for example, homonyms, homophones, prefixes, suffixes, word-origins, multiple meanings, antonyms, synonyms, word relationships).
- develops vocabulary by reading independently.
- develops vocabulary by listening to, reading, and discussing both familiar and conceptually challenging selections.
- uses resources and references and context to build word meanings (for example, dictionary, thesaurus).
- identifies, classifies, and demonstrates knowledge of levels of specificity among fifth-grade or higher level words from a variety of categories.
- uses a variety of strategies to monitor reading in fifth-grade or higher texts (for example, adjusting reading rate according to purpose and text difficulty, rereading, self-correcting, summarizing, checking other sources, class and group discussions, trying an alternate word).
- extends previously learned knowledge and skills of the fourth grade level with increasingly complex reading texts and assignments and tasks.
- describes author's purpose and describes how an author's perspective influences the text.
- knows characteristics of persuasive text.
- uses a variety of criteria to choose own reading (for example, author's style, themes, knowledge of genres, text difficulty, recommendations of others).
- reads and organizes information from multiple sources for a variety of purposes (for example, to support opinions, predictions, and conclusions; to write a research report; to conduct interviews; to take a test; to perform tasks).
- extends previously learned knowledge and skills of the fourth grade level with increasingly complex reading texts and assignments and tasks (for example, explicit and implicit ideas).
- extends the expectations of the fourth grade with increasingly complex reading selections, assignments and tasks (for example, differences between fact, fiction, opinion).

**Sunshine State Standards
Grade Level Expectations
Language Arts
Fifth Grade**

- extends the expectations of the fourth grade with increasingly complex reading selections, assignments and tasks (for example, textual organization, comparison and contrast).describes author’s purpose and describes how an author’s perspective influences the text.
- extends previously learned knowledge and skills of the fourth grade with increasingly complex texts and assignments and tasks (for example, using reference materials and processes).

Writing

- uses a variety of strategies to prepare for writing (for example, brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, taking notes).
- establishes a purpose for writing (including but not limited to informing, entertaining, explaining).
- focuses on a central idea or topic (for example, excludes loosely related, extraneous, or repetitious information).
- uses an organizational pattern appropriate to purpose and audience.
- uses devices to develop relationships among ideas (for example, transitional devices; paragraphs that show a change in time, idea, or place; cause-and-effect relationships).
- uses supporting ideas, details, and facts from a variety of sources to develop and elaborate the topic.
- uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, choosing effective words, sequencing events; using specific details to clarify meaning).
- uses varied sentence structures.
- generally follows the conventions of punctuation, capitalization, and spelling appropriate at fourth-grade or higher.
- revises draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details.
- focuses on a central idea or topic (for example, excludes loosely related, extraneous, or repetitious information).
- uses a organizational pattern appropriate to purpose and audience (including but not limited to topic sentences, supporting sentences, and sequence; develops new ideas in separate paragraphs; concludes with effectiveness).
- uses devices to develop relationships among ideas (for example, transitional devices; paragraphs that show a change in time, idea, or place; cause-and-effect relationships).
- uses supporting ideas, details, and facts from a variety of sources to develop and elaborate the topic.

**Sunshine State Standards
Grade Level Expectations
Language Arts
Fifth Grade**

- uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, sequencing events, choosing effective words; using specific details to clarify meaning).
- uses varied sentence structures.
- generally follows the conventions of punctuation, capitalization, and spelling appropriate at fifth-grade or higher level.
- revises draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details.
- uses strategies to spell words (for example, using resources such as dictionary or thesaurus to confirm spelling).
- uses conventions of punctuation (including but not limited to commas in a series, dates, and addresses; beginning and ending quotation marks; hyphens in compound words).
- uses conventions of capitalization (including but not limited to the names of organizations, nationalities, races, languages, and religions; the heading, salutation, and closing of a letter).
- uses various parts of speech correctly in written work (including but not limited to using objective and subjective case pronouns, using singular and plural possessive forms of nouns, using common and proper nouns, using correct forms of adjectives, verbs, and adverbs).
- uses a variety of strategies to format written work (for example, chapter book, reference source, electronic formatting).
- evaluates own and other's writing (for example, identifying the best features of a piece of writing, determining how own writing achieves its purpose, asking for feedback, responding to classmate's writing).
- uses creative writing strategies appropriate to the format (for example, using appropriate voice; using descriptive language to clarify ideas and create vivid images; using elements of style, such as appropriate tone).
- writes notes, comments, and observations that reflect comprehension of fifth-grade level or higher content and experiences from a variety of media.
- uses alphabetical and numerical systems such as outlining to organize information.
- writes for a variety of occasions, audiences, and purposes (for example, letters to persuade or request, humorous or suspenseful stories to entertain, instructions to inform).
- uses electronic technology (including but not limited to word-processing software, electronic encyclopedias) to create, revise, retrieve, and verify information.
- uses strategies to create an effective central theme or focus (suspense, humor, creativity, fantasy).
- exhibits a consistent awareness of topic with no irrelevant information.
- develops a story line that is easy to follow and paraphrase.

**Sunshine State Standards
Grade Level Expectations
Language Arts
Fifth Grade**

- chooses specific detail and precise word choice to work together to support the story line.
- creates a logical organizational pattern (including an effective beginning, middle, end, and transitions) appropriate to narrative writing.
- uses transitions effectively to move the narrative story forward in time.
- creates a clear sense of story completeness.
- uses a variety of sentence structures to reinforce the story.
- establishes a clear, central focus with little or no irrelevant or repetitious information.
- creates ample development of supporting ideas by presenting facts and information that clearly relate to the focus.
- develops extended anecdotes or examples to support reasons.
- presents facts, examples, and definitions objectively.
- creates a logical organizational pattern (including an effective beginning, middle, end, and transitions) appropriate to expository writing.
- uses a variety of effective expository transitions to relate ideas within and between paragraphs.
- uses a variety of sentence structures to reinforce ideas.

Listening, Viewing, and Speaking

- understands information presented orally in a variety of forms (for example, informational speeches, humor, persuasive messages, and directions).
- uses listening strategies in noninteractive settings (for example, assemblies, visual media, formal presentations).
- knows personal listening preferences (for example, audio tapes, radio news, nonfiction, drama, informational speeches).
- interacts with peers in a variety of situations to develop and present familiar ideas (for example, summarizing information from group activities, recognizing different perspectives).
- listens attentively to the speaker (including but not limited to making eye contact, facing the speaker).
- uses strategies to respond to speakers (for example, asking questions, paraphrasing to confirm understanding, summarizing, making contributions, offering feedback).
- identifies and explains the main concept and supporting details in a nonprint media message.
- understands persuasive messages used in nonprint media (for example, television commercials, advertisements, commands, requests).
- uses strategies to speak clearly, (for example, rate, volume, phrasing, enunciation).

**Sunshine State Standards
Grade Level Expectations
Language Arts
Fifth Grade**

- asks relevant questions and make comments and observations (for example, gives feedback; draws conclusions; reflects on information; clarifies understanding of content, processes, and experiences).
- prepares for and gives presentations for specific occasions, audiences, and purposes (including but not limited to informational or imaginative presentations, research reports, extemporaneous talks).
- uses visual aids, technology, or demonstrations to support a presentation.
- uses nonverbal strategies (for example, eye contact, gestures, posture, facial expressions) to engage an audience.
- uses discussion strategies (for example, acting as a participant and leader; organizing information for a group; using evidence to support ideas).
- presents a speech in an organized manner (including but not limited to using content appropriate to the audience, using notes or other memory aids, summarizing main points).

Language

- uses elements of grammar in speech (including but not limited to present, past, future, and progressive verb tenses; subject-verb agreement; pronoun references; word order).
- uses sentence variety in speech.
- varies language according to situation, audience, and purpose (for example, uses appropriate content, examples, vocabulary).
- uses appropriate words to shape reactions, perceptions, and beliefs (for example, connotative and idiomatic meanings, synonyms, antonyms, sensory words).
- extends awareness of similes, metaphors, symbols, analogies, alliteration, and idiomatic language learned in third and fourth grades.
- uses a technique employed in media messages to achieve a specific purpose.
- uses appropriate available technologies to enhance communication.
- understands techniques used to convey messages in mass media (for example, fact and opinion, persuasive devices).

Literature

- understands the distinguishing features of literary texts (for example, fiction, drama, poetry, folktales, myths, poems, historical fiction, autobiographies).
- understands the distinguishing features of nonfiction texts (for example, textbooks, letters, scientific studies, magazines).
- reads a variety of literary and informational texts (for example, fiction, drama, poetry, myths, fantasies, historical fiction, biographies, autobiographies, textbooks, manuals, magazines).

**Sunshine State Standards
Grade Level Expectations
Language Arts
Fifth Grade**

- understands the development of plot in a fifth grade or higher level story.
- understands how conflicts are resolved in a story (including but not limited to problem solution or resolution).
- makes inferences and draws conclusions regarding story elements of a fifth grade or higher level text (for example, the traits, actions, and motives of characters; plot development; setting).
- knows the similarities and differences of characters presented within and across fifth grade or higher level selections.
- knows the similarities and differences of settings presented within and across fifth grade or higher level selections.
- knows the similarities and differences of events presented within and across fifth grade or higher level selections.
- knows that the attitudes and values that exist in a time period affect stories and informational articles written during that time period.
- identifies and uses literary terminology appropriate to fifth grade or higher level (including theme, simile, alliteration, metaphor).
- understands cause-and-effect relationships in literary texts.
- understands how the author's choices of language (for example, sensory words, vocabulary choice) and story structure (for example, rhymes, story patterns) contribute to the overall quality of a literary work.
- responds to literature by explaining how the motives of the characters and the causes of events compare with those of own life.
- knows themes that recur across literary works.
- identifies the major information in a nonfiction text.
- uses specific information from text to support ideas about content in literary texts (for example, advancing judgments; referring to text, other works, other authors, nonprint media, and personal knowledge to support ideas).



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