

# Fifth Grade Language Arts Guide

## First Nine Weeks

### Language

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

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

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

### Communication

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

### Writing

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

**SPI 0501.3.11** Rearrange paragraphs from 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.

### **Logic**

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

**SPI 0501.5.7** Indicate the correct sequence of events in text.

### **Informational Text**

**SPI 0501.6.6** Arrange a set of instructions in sequential order.

### **Literature**

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

# Fifth Grade Language Arts Guide

## Second Nine Weeks

### Language

**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 0501.1.6** 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 used with a 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.

### Communication

**SPI 0501.2.3** Choose the best summary of a speech.

### Writing

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

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

### Logic

**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.

### Informational 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.

## **Media**

**SPI 0501.7.2** Determine the main idea in a visual image.

**SPI 0501.7.3** Identify the mood created by a visual image.

## **Literature**

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

**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).

# Fifth Grade Language Arts Guide

## Third Nine Weeks

### Language

**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 0501.1.3** 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 0501.1.11** 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 0501.1.15** Recognize and use grade appropriate vocabulary within context.

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

### Communication

**SPI 0501.2.1** Identify the audience for a given speech.

### Writing

**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).

### Research

**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.

### **Logic**

**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.

### **Informational Text**

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

### **Media**

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

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

### **Literature**

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

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