

LINCOLN PUBLIC SCHOOLS
English Language Arts Learning Expectations: Grade 5

Massachusetts
Standards

Strand:
Language

Students will be able
to:

Demonstrate command
of the conventions of
standard English
grammar and usage
when writing or
speaking.
(Standard 1)

Big Ideas

- Through the study of English grammar and word usage, students gain more control over their writing and speaking allowing them to deliver more precise messages.
- The English language varies in formality and regional, cultural, and social dialects.
- Words are learned through immersion in word-rich environments, reading across texts and genres, and explicit instruction.

Key Outcomes

Students will demonstrate an understanding of **language** by:

- Demonstrating command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Standard 2)
- Using knowledge of language and its conventions when writing, speaking, reading, or listening. (Standard 3)
- Determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (Standard 4)
- Acquiring and using accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*). (Standard 6)

Essential Knowledge and Skills

Students will:

- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
- Use verb tense to convey various times, sequences, states,

conditions.

- Recognize and correct inappropriate shifts in verb tense.*
- Use correlative conjunctions (*e.g., either/or, neither/nor*).
- Use punctuation to separate items in a series.*
- Use a comma to separate an introductory element from the rest of the sentence.
- Use a comma to set off the words *yes* and *no* (*e.g., Yes, thank you*), to set off a tag question from the rest of the sentence (*e.g., It's true, isn't it?*), and to indicate direct address (*e.g., Is that you, Steve?*).
- Use underlining, quotation marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Compare and contrast the varieties of English (*e.g., dialects, registers*) used in stories, dramas, or poems.
- Use context (*e.g., cause/effect relationships and comparisons in text*) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (*e.g., photograph, photosynthesis*).
- Consult reference materials (*e.g., dictionaries, glossaries, thesauruses*), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (*Standard 5*)
- Interpret figurative language, including similes and metaphors, in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (*e.g., synonyms, antonyms, homographs*) to better understand each of the words.