



**Diocese of Joliet**  
Catholic Schools

# Fifth Grade Curriculum Guide for Parents

## Language Arts and Reading

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# **DIOCESE OF JOLIET CATHOLIC SCHOOLS**

## **Fifth Grade Curriculum Guide for Parents**

### **INTRODUCTION**

Academic excellence is a pillar of Catholic schools in the Diocese of Joliet. To assist schools in maintaining academic excellence, the Catholic Schools Office has developed curriculum guides for grades preschool through eight. The purpose of the curriculum guide is to identify what we want our students to know and be able to do at the end of each grade based on Catholic faith standards and content standards. With these guides as a template, each individual school develops a plan to clearly articulate what is taught, how it is taught, and how student achievement is assessed for each grade.



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### CARDINAL NEWMAN STANDARDS

The United States Conference of Catholic Bishops (USCCB) Committee on Catholic Education released a [document](#) in 2014 to guide Catholic schools in their approach to educational standards. The Cardinal Newman Society responded to this call by creating the Cardinal Newman Catholic Curriculum Standards with support from more than eight Catholic universities and colleges.

This curriculum guide is aligned to those standards. The Cardinal Newman Catholic Standards for reading and language arts in this curriculum guide are:

#### Reading

- Analyze literature that reflects the transmission of a Catholic culture and worldview.
- Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experience in trying to know and perfect both himself and the world.
- Demonstrate how literature is used to develop a religion, moral, and social sense.
- Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.
- Use imagination to create dialogue between the readers and the characters in a story.
- Analyze an author's reasoning and discover the author's intent.
- Accept and value how literature can assist in interpreting and evaluating all things in a truly Christian spirit.

#### Language Arts

- Demonstrate how literature is used to develop a religious, moral, and social sense.
- Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.
- Use imagination to create dialogue between the readers and the characters in a story.
- Analyze the author's reasoning and discover the author's intent.
- Use language as a bridge for communication with one's fellow man for the betterment of all involved.
- Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.
- Use grammar as a means of signifying concepts and the relationship to reason.
- Accept and value how literature can assist in interpreting and evaluating all things in a truly Christian spirit.



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### READING FOUNDATIONAL SKILLS

The following standards outline what foundational skills of reading the Diocese of Joliet expects students to know and do by the end of Fifth Grade:

- Know and apply grade-level phonics and word analysis skills in decoding words to accurately read unfamiliar words in and out of context.
- Use knowledge of letter-sounds correspondences in decoding words to accurately read unfamiliar words both in and out of context.
- Use knowledge of syllabication patterns in decoding words to accurately read unfamiliar words both in and out of context.
- Use knowledge of morphology (e.g., roots and affixes) in decoding words to accurately read unfamiliar words both in and out of context.
- Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



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### **READING LITERATURE**

**The following standards outline what the Diocese of Joliet expects students to know and do in reading literature by the end of Fifth Grade:**

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, Bible story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. Summarize the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact) including religious stories when appropriate.
- Determine the meaning of words and phrases as they are used in a text, including figurative language.
- Explain how chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
- Describe how a narrator's or speaker's point of view influences how events are described.
- Analyze how multimedia elements contribute to the meaning, tone, or beauty of a text including religious images when appropriate (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- Compare and contrast stories in the same genre on their approaches to similar themes and topics, including Catholic/religious themes when appropriate.
- By the end of the year, read and comprehend grade-level literature representing a variety of genres that is reflective of diversity.



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### READING INFORMATIONAL TEXT

The following standards outline what the Diocese of Joliet expects students to know and do in reading informational text by the end of Fifth Grade:

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas, topics, or subtopics of a text including Scripture and explain how they are supported by key details. Summarize the text.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Fifth Grade topic or subject area.
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts (include religious texts when appropriate).
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably (include religious texts and Scripture when appropriate).
- By the end of the year, read and comprehend grade-level informational texts, including religion, history/social studies, science, and technical texts.



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### WRITING

The following standards outline what the Diocese of Joliet expects students to know and do in writing by the end of Fifth Grade:

- Write **opinion pieces** on topics or texts (including but not limited to Catholic/religious topics), supporting a point of view with reasons, information and reflecting Catholic values.
  - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
  - Provide logically ordered reasons that are supported by facts and details.
  - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
  - Provide a concluding statement or section related to the opinion presented.
- Write **informative/explanatory texts** to examine a topic (including but not limited to Catholic/religious topics) and convey ideas and information clearly.
  - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Provide a concluding statement or section related to the information or explanation presented.
- Write **narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
  - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  - Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - Provide a conclusion that follows from the narrated experiences or events.



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### WRITING (CONTINUED)

The following standards outline what the Diocese of Joliet expects students to know and do in writing by the end of Fifth Grade:

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (include prayers and meditations).
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages.
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.





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# LANGUAGE

The following standards outline what the Diocese of Joliet expects students to know and do in language arts by the end of Fifth Grade:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 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.
- Form subject-verb and pronoun-antecedent agreement.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g., either/or, neither/nor).
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.



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### LANGUAGE (CONTINUED)

The following standards outline what the Diocese of Joliet expects students to know and do in language arts by the end of Fifth Grade:

- Compare and contrast the varieties of English (e.g., dialects, formal/informal) used in stories, dramas, or poems.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Fifth Grade reading and content, choosing flexibly from a range of strategies.
- 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.
- 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.
- Acquire and use 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).



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### SPEAKING & LISTENING

The following standards outline what the Diocese of Joliet expects students to know and do in speaking and listening by the end of Fifth Grade:

- Engage effectively in a range of collaborative discussions (one-on-one, in diverse groups, and teacher-led), building on others' ideas and expressing their own clearly.
- Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others in a respectful manner.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- Report on a topic/text (including but not limited to Catholic/religious topics) or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.