

**Tennessee English Language Arts Standards  
2009-2010 Implementation  
Grade 5  
4-H Public Speaking & 4-H Essay Contest**

**Standard 1—Language**

**Grade Level Expectations**

**GLE 0501.1.1** Demonstrate knowledge of Standard English usage, mechanics, and spelling.

**GLE 0501.1.2** Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.

**GLE 0501.1.3** Demonstrate knowledge of Standard English sentence structure.

⌚ **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).

⌚ **0501.1.7** Demonstrate the correct use of quotation marks in conversation, including their use with capitalization, end marks, and explanatory material.

⌚ **0501.1.8** Spell correctly high-frequency and commonly misspelled words appropriate to grade level.

⌚ **0501.1.9** Form and spell correctly contractions, plurals, and possessives.

⌚ **0501.1.11** Write legibly in manuscript and cursive.

⌚ **0501.1.12** 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).

⌚ **0501.1.16** Use a variety of previously learned strategies (e.g., roots and affixes, context, reference sources) to determine the meaning of unfamiliar words.

**Standard 2—Communication**

**Grade Level Expectations**

**GLE 0501.2.1** Continue to develop critical listening skills necessary for comprehension and task completion.

**GLE 0501.2.2** Continue to develop strategies for expressing thoughts and ideas clearly and effectively.

**GLE 0501.2.3** Explore the organizational structures of speeches.

**GLE 0501.2.4** Participate in teams for work and discussion.

### **Listening**

- ⌚ **0501.2.1** Listen attentively by facing the speaker, asking questions, and summarizing 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** 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** Identify the targeted audience and purpose for a speech.
- ⌚ **0501.2.6** Construct a summary of a speech.

### **Speaking**

- ⌚ **0501.2.7** Participate in creative and expressive responses to text (e.g., choral reading, discussion, dramatization, oral presentations, and personal experiences).
- ⌚ **0501.2.8** Use different voice levels and speech patterns in formal and informal situations.
- ⌚ **0501.2.9** Participate in recitations of assigned/self-selected passages.
- ⌚ **0501.2.10** Create and deliver an oral presentation using visual aids or props.
- ⌚ **0501.2.11** Recognize common organizational structures of speeches (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).
- ⌚ **0501.2.12** Formulate the criteria needed in selecting a good group leader (e.g., understands the group task, works well with others, keeps the group on task ).

## **Standard 3—Writing**

### **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, including narration, literary response, personal expression, description, and imaginative.

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

- ⌚ **0501.3.1** Determine an audience and purpose for writing.
- ⌚ **0501.3.2** Write for a variety of purposes: to entertain, persuade, inform, describe, demonstrate knowledge, answer questions, respond to literature, acquire knowledge (e.g., clarify thinking, take notes, synthesize information, enhance communication).
- ⌚ **0501.3.3** Practice writing to narrative and descriptive prompts within a specified time.

- ⌚ **0501.3.4** Write poems, stories, and essays based upon personal reflections, observations, and experiences.
- ⌚ **0501.3.10** Recognize and use all steps in the writing process: prewriting, drafting, revising, editing/proofing, publishing.
- ⌚ **0501.3.11** Construct an outline with main ideas and supporting details.
- ⌚ **0501.3.12** Select and refine a topic.
- ⌚ **0501.3.13** Compose clear, coherent, well-organized multi-paragraphed works.
- ⌚ **0501.3.14** Develop a paragraph with a topic sentence, supporting details, and a concluding sentence.
- ⌚ **0502.3.16** Use precise language, including vivid words and figurative language.
- ⌚ **0501.3.17** Use appropriate time-order or transitional words and phrases.
- ⌚ **0501.3.20** Use resources (e.g., dictionary, thesaurus, computer) to aid in the writing process.
- ⌚ **0501.3.22** Use technology to publish and present.
- ⌚ **0501.3.23** Identify and explore opportunities for publication (e.g., local/national contests, Internet websites, newspapers, periodicals, school displays).

## **Standard 4--Research**

### **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.

**GLE 0501.4.3** Present the research results in a written report, citing the resources used.

- ⌚ **0501.4.1** Define and narrow a topic for research.
- ⌚ **0501.4.2** Discern and use appropriate reference sources in various format (e.g., interviews with family and community; encyclopedia, card/electronic catalogs, almanacs, magazines, newspapers).
- ⌚ **0501.4.3** Use current technology as a research and communication tool for personal interest, research, and clarification.
- ⌚ **0501.4.4** Gather and record information on a research topic using three different sources, at least one of which must be a print source.
- ⌚ **0501.4.5** Evaluate and determine the reliability of sources on a given topic.

⌚ **0501.4.6** Organize information from text or technological sources using a graphic organizer.

## **Standard 5—Logic**

### **Grade Level Expectations**

**GLE 0501.5.1** Refine logic skills to facilitate learning and to enhance thoughtful reasoning.

**GLE 0501.5.2** Use logic to make inferences and to draw conclusions in a variety of oral and written contexts.

**GLE 0501.5.3** Explore the concept of persuasive devices.

⌚ **0501.5.1** Distinguish between fact/ opinion, between cause/effect, and between fantasy/reality.

⌚ **0501.5.2** Make inferences and draw appropriate conclusions while reading, viewing, or listening to print and non-print media.

## **Standard 7--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.

⌚ **0501.7.1** Use media (e.g., photographs, films, videos, the arts, online catalogs, nonfiction 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 research 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.