

Reading: Students read a wide variety of text with understanding and fluency.

FIFTH GRADE

1. A, B Apply word analysis and vocabulary skills to read and comprehend selections and improve fluency.

I. Read fluently

1. Read age-appropriate material aloud with fluency and accuracy.
2. Demonstrate creative responses to text (e.g., dramatizations, oral presentations) after reading.

II. Recognize unfamiliar words

1. Use context and previous experience to determine and discuss unfamiliar words.
2. Use a combination of word analysis and vocabulary strategies within context to identify unknown words and self-correct miscues that interfere with meaning,

III. Understand and analyze unfamiliar vocabulary

1. Determine the meaning of a word in context when the word has multiple meanings.
2. Identify and interpret common idioms, similes, analogies, and metaphors.
3. Use and discuss vocabulary strategies including structural analysis (root words, prefixes, suffixes), word origins, and synonyms/antonyms.
4. Use text and media source materials as applicable to clarify meanings of unfamiliar words.

1. B, C Apply reading strategies and comprehension skills to construct meaning and improve fluency.

2. A Understand how literary elements and techniques are used to convey meaning.

2. B Read and interpret a variety of literary works.

Reading Strategies:

I. Infer/Predict

1. Use evidence in text to form and refine questions, predictions, and hypotheses.
2. Make and support inferences about contexts, events, character and setting.
3. Support plausible interpretations with evidence from the text.
4. Infer cause/effect relationships in expository text.

II. Make connections/Use schema

1. Use a variety of strategies and graphic organizers to connect important ideas in text to prior knowledge (schema, text to self) and other reading (text to self, text to text).
2. Identify and compare characters' attributes across stories.
3. Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
4. Identify and represent mental images.
5. Compare one or more story elements and points of view in a variety of works by a variety of authors from different times and cultures.

III. Ask Questions

1. Respond to analytical and interpretive questions based on information in text.
2. Use information to generate and respond to questions that reflect critical thinking skills.
3. Use self-questioning and teacher questioning to promote active reading.
4. Use evidence in text to respond to open-ended questions.
5. Formulate questions to determine meaning based on plot/character, action or setting.
6. Ask open-ended questions.

7. Use information in text or illustrations to generate questions about the cause of a specific effect.
- IV. Monitor and Clarify
1. Apply self-monitoring and self-correcting strategies (e.g., reread, read ahead, use visual and contextual clues, ask questions, retell, clarify terminology, seek additional information) continuously to clarify.
 2. Apply self-monitoring techniques to adjust rate and utilize various resources according to purposes and materials.
 3. Apply survey strategies (e.g., use of bold print, organization of content, key words, graphics).
 4. Apply appropriate reading strategies to texts within and across content areas.
 5. Use comprehension strategies (e.g., association, categorization, graphic organizers) to enhance understanding.
 6. Analyze and remedy difficulties in comprehension (e.g., questioning, rephrasing, analyzing).
- V. Summarize and Synthesize
1. Summarize information found in illustrations, charts and other graphics.
 2. Paraphrase/summarize information in a text.
 3. Paraphrase/summarize narrative text according to text structure.
 4. Synthesize key points (ideas) and supporting details to form conclusions.
- VII. Determine Importance
1. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
 2. Identify the theme in selected stories and books.
 3. Identify explicit and implicit main ideas.
 4. Distinguish between significant and minor details.
 5. Recognize main ideas and secondary ideas in expository text.

Comprehension Skills:

- I. Choose appropriate books
1. Select books appropriate to reading levels or interests
 2. Investigate literature from a variety of cultures, genres and eras.
 3. Read a wide range of fiction and nonfiction.
- II. Analyze text structure and genre
1. Identify and interpret text information gathered from diagrams, graphs or maps before, during and after reading in both fiction and nonfiction materials.
 2. Recognize and classify nonfiction text structure (e.g., sequence, list/example, description, comparison, cause/effect, problem/solution) before and after reading.
 3. Use information from simple tables, maps, and charts to increase comprehension of a variety of age-appropriate materials, both fiction and nonfiction
 4. Demonstrate understanding of structure through the use of graphic organizers and outlining (e.g., mapping, time lines, Venn diagrams).
 5. Identify ways in which fiction and nonfiction works are organized differently.
 6. Use the elements of a narrative to extend understanding (e.g., characterization, setting, plot, problem, resolution).
- III. Analyze author's point of view
1. Identify the author's purpose and main idea.
 2. Recognize similarities/differences of varying styles or points of view.
 3. Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphors).
 4. Show examples of cultural styles in art to enhance meaning and comprehension as done by different illustrators.
- IV. Understand fact and opinion
1. Differentiate between fact and opinion.

Comprehension Skills (cont'd):

V. Analyze literary devices

1. Identify metaphor, simile, onomatopoeia, and hyperbole in text.
2. Identify poetic devices (e.g. alliteration, assonance, consonance, onomatopoeia, rhyme scheme).
3. Identify rhythm and rhyme in original work.
4. Interpret imagery and figurative language (e.g., alliteration, metaphor, simile, personification).
5. Explain how a technique or element affects the events or characterization in a literary work.
6. Create an extension to a literary text (e.g. alternate ending, additional dialogue for a character).

Writing: Students write to communicate for a variety of purposes.

FIFTH GRADE

Write successfully in a variety of forms.

Writing format

- Poetry
- Expository: description of process, informational text, descriptive writing, business letter
- Narrative: journal, friendly letter, personal writing, folklore, realistic fiction, biography/autobiography, play/dramatization
- Persuasive

Implement the process of writing from the generation of ideas to publication.

- Brainstorming
- Pre-writing: generate and organize ideas using a variety of planning strategies, use a range of texts to gather information for research projects
- Drafting: choose an organizational structure appropriate to the audience, understand the concept of primary source
- Revising: engage reader by developing reader interest, identify strengths and weaknesses in own writing
- Proofreading: give specific attention to significant errors in spelling and grammar
- Publishing

Compose well-organized and coherent writing for specific purposes and audiences that demonstrate:

Focus

- Introduce event with characters, feeling and reaction, setting, tone/mood (N)
- Maintain topic/position throughout
- Use effective closing
- Introduce topic clearly (E/P)

Organization – Multiple Paragraphs

- Organize ideas/events in a paragraph in logical, sequential order (N)
- Use time transitions between paragraphs (N)
- Use logical transitions within paragraphs
- Demonstrate selective use of alternative transitional devices: causal linkage, repetition, synonym usage
- Use multiple paragraphs

Elaboration/Support

- Depth is present throughout (N)
- Use specific details including reactions (N)
- Include alternate support strategies
- Support each reason with specific details (E/P)
- Use second order support (E/P)

Voice

- Vary sentence structure
- Use specific adjectives, nouns, and descriptive verbs
- Demonstrate selective word choice
- Attempt original introduction

Use conventions of the English Language, including:

Grammar

- Parts of speech: nouns, prepositions, pronouns, verbs, adjectives, adverbs, conjunctions, transitions
- Sentence parts: fragments, subject/predicate
- Subject/verb agreement
- Verbs: action, helping, linking, regular/irregular
- Verb tenses
- Sentence structure: simple, compound, complex
- Sentence types: declarative, interrogative, exclamatory, imperative

Spelling

- Vowels: long vowel patterns, short vowels, r-controlled
- Contractions
- Special spelling patterns in Units 1-6
- Inflected endings
- Irregular plurals
- Multi-syllabic words

Capitalization

- Proper noun
- Sentence
- Titles
- Direct address
- Pronoun "I"

Punctuation

- End punctuation
- Comma use
- Quotation marks
- Apostrophe
- Colon
- Hyphen
- Parenthesis
- Semicolon

Create compositions and multimedia works using available technology

Use the media center/library

Use appropriate resources: books, newspapers, magazines, technology

Communication: Students listen and speak effectively in a variety of situations

FIFTH GRADE

Listen effectively in formal and informal situations.

- Ask and answer questions
- Follow and restate directions
- Determine purposes for listening
- Analyze/evaluate the intent/content of the speaker's message
- Listen for poetic language
- Participate in group discussions
- Respond to the speaker
- Use nonverbal communication techniques

Speak effectively using language appropriate to the situation and audience.

- Ask and answer questions
- Describe ideas and feelings
- Give directions
- Participate in group discussions
- Share information
- Speak clearly and at an appropriate volume
- Understand formal and informal language
- Read orally
- Summarize/retell stories
- Use appropriate vocabulary for audience
- Present oral reports
- Read fluently, with expression, phrasing, and intonation

Research: Students use language to acquire, assess, and communicate information.

FIFTH GRADE

Use information from various sources to answer questions, solve problems, and communicate ideas.

Process

- Formulate questions for inquiry and research
- Use collaborative inquiry
- Summarize and organize information
- Communicate research progress results
- Find needed information
- Make conjectures
- Plan investigation
- Recognize information needs
- Revise questions and conjectures
- Give reports
- Take and compile notes
- Make an outline
- Determine appropriate resources (media source, reference books, experts, internet)

Resources

- Use charts, graphs, diagrams/visual aides
- Use a Media Center/Library
- Use newspapers and magazines
- Gather information from visual images
- Use a dictionary/glossary
- Use a thesaurus
- Use maps and globes
- Use time lines
- Use an encyclopedia

Analyze and evaluate information acquired from various sources.

- Compare visual and written material on the same subject
- View/discuss culturally rich materials
- Analyze purposes and techniques of the media
- Develop the ability to view critically

Apply acquired information, concepts, and ideas to communicate in a variety of formats.

See Outcomes 2, 3

Written Communication

Oral Communication

Visual Presentation