

Grade 5

STANDARD #1 – Students will demonstrate the interest and ability to read age appropriate materials fluently, with understanding and appreciation.

PHONETIC ANALYSIS**Students will:**

- apply sound/symbol relationships or syllabication patterns to decode unknown words for six types of syllables and rules for syllable division. (See Appendix.)

VOCABULARY**Students will:**

- define and use vocabulary generated from all types of reading from all content areas.
- study vocabulary generated from reading to construct meaning.
- study common roots, affixes, and the history of words to construct meaning.
- recognize the modification to the meaning of roots by the addition of common prefixes and suffixes and by compounding.
- infer word meaning using context clues.
- use word analysis and decoding skills to unlock meaning of new vocabulary.
- give multiple meanings for some words (e.g., sentence, roll).
- understand more complex metaphors, similes, personification, and idioms as figurative language.
- identify antonyms, homonyms, homophones, synonyms, or shades of meaning (e.g., cold/freezing).

TEXT STRUCTURE**Students will:**

- interpret information for note-taking to chart information and practice in identifying main idea.
- identify main idea and supporting details.
- scan as a means of locating specific information.
- skim as a means of quickly surveying a whole text to assess a specific purpose.
- interpret information from graphic organizers (e.g., diagrams, charts, graphs, and timelines).
- use reference materials (e.g., library card catalog, encyclopedia, and search engines) taught within an integrated unit.

FLUENCY**Students will:**

- read dialogue with character's voice (as in plays).
- pause appropriately for punctuation.
- read smoothly with appropriate pacing.
- adjust rate of reading for purpose.

READING BEHAVIORS**Students will:**

- monitor the adequacy of their understanding.
- repair faulty comprehension.
- read from a variety of sources.
- read for specific purposes.
- demonstrate think-aloud behaviors as modeled by the teacher.
- cite evidence from text to support thinking.

METACOGNITIVE STRATEGIES**Students will:**

- use comprehension strategies (flexibly and as needed) while reading or listening to literary and informational text.

CONNECTING**Students will:**

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- search for connections between what they know and the new information encountered in new text.

QUESTIONING

Students will:

- ask questions of themselves, the author, and text.

VISUALIZING

Students will:

- visualize from a vivid piece of text.
- visualize in nonfiction text to better understand the dimensions of size, shape, and time.
- use all the senses to comprehend text.

DETERMINING IMPORTANCE

Students will:

- distinguish important from less important ideas in text.

INFERRING

Students will:

- draw inference(s) during and after reading.

SYNTHESIZING

Students will:

- gather information from reading and combine with prior knowledge to formulate ideas and draw conclusions.
- synthesize information within or across text(s) (e.g., construct appropriate titles, or formulate assertions or controlling ideas).

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STANDARD #2 – Students will demonstrate the interest and ability to write effectively for a variety of purposes and audiences.**CONTENT****Students will:**

- write appropriate responses to teacher-selected prompts.
- bring 6 pieces to final copy from a variety of subject areas with at least 1 in cursive.
- write for a variety of purposes in a variety of subject areas with an emphasis on developing skills in writing:
 - historical fiction
 - a biographical sketch
 - reviews of books, movies, plays, or programs
 - poetry
 - a simple expository piece
- produce historical fiction that includes:
 - a conflict and a solution.
 - a well-defined main character.
 - a clear description of the setting.
 - sequenced events to advance a simple plot.
 - a title.
- write a review of a book, movie, play, or program that:
 - identifies title and author/director.
 - states opinion with recommendation.
 - supports opinion with examples, reasons, or details.
 - is organized.
- produce poetry that:
 - expresses an idea or a feeling.
 - includes words that evoke a sensory image.
 - includes strong verbs and specific nouns.
 - uses figurative language.
- produce exposition that:
 - gathers information from a variety of sources.
 - selects information with a purpose in mind.
 - provides general statements with supporting examples and details.
 - is organized.
 - categorizes information.
- uses transitions between categories of information (e.g., next, also, finally, in addition to).
- includes interesting details.

PROCESS**Students will:**

- free write regularly to enhance fluency and ease in composing.
- apply the writing process.
- develop paragraphs with topic sentences, supporting detail sentences, and closing sentences.
- use varied sentence length and structure to enhance meaning.
- use interesting leads/hooks.
- write a conclusion that provides closure.
- use prewriting strategies that include graphic organizers or an outline for beginning a fiction or nonfiction piece.
- revise after receiving feedback from peers and teachers. in collaboration with others, use a variety of revising and editing strategies to improve the style and effectiveness of their writing (e.g., carets, arrows, cutting and pasting, underlining in certain colors, and number inserts).
- self-edit for spelling and items listed in Mechanics and Usage for grades K-5.
- conference with teacher and peers resulting in revision for clarity, expansion, conciseness, richness, and voice.

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GRAMMAR/USAGE/MECHANICS

Students will:

- self-edit for spelling and items listed in Mechanics and Usage for grades K-5.
- capitalize all proper adjectives.
- underline or italicize to identify a title of a periodical, book, movie, play, and radio or television program.
- use quotation marks to identify the title of a chapter, article, short story, poem, or a song.
- use hyphens to divide a word at the end of a line.
- use hyphens in numbers (e.g., twenty-one).
- use paragraph indentation.
- identify and define simple and complete subjects and predicates.
- identify personal and possessive pronouns.
- identify the case of pronouns.
- self-edit for: subject-verb agreement, correct case of pronoun, agreement of pronoun and antecedent (e.g., My dog has puppies. She has six.), correct comparative and superlative forms of adjectives and adverbs.

HANDWRITING

Students will:

- practice and refine cursive writing for increased legibility and speed.
- use cursive on a regular basis for written work.

STANDARD #3 – Students will demonstrate the interest and ability to speak purposefully and articulately, as well as listen and view attentively and critically.

Students will:

- use appropriate articulation, pronunciation, volume, and intonation.
- listen and view responsively by using eye contact, body language, and focus.
- monitor understanding of the spoken message and seek clarification as needed.
- respond to a speaker.
- anticipate words, meanings and outcomes.
- reflect what speaker has said.
- listen to identify examples of rich language such as similes, metaphors, rhyme schemes, and interesting vocabulary.
- present dramatic interpretations of experiences, stories, poems, and/or plays.
- choose and adapt spoken language to the audience, purpose, and occasion.
- view and listen effectively to spoken and audio-visual messages (e.g., stories, factual presentations, and directions).
- draw conclusions.
- understand and evaluate spoken and audio-visual messages by following a sequence of ideas.
- make prepared presentations to a group.
- integrate visuals to clarify and refine ideas before making a presentation (e.g., diagram, time-line, picture).
- follow and give a multi-step direction.

STANDARD #4 – Students will demonstrate competence in understanding, appreciating, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.

READING BEHAVIORS

Students will:

- begin to understand the characteristics of a variety of types of literature with an emphasis on historical fiction.
- read to answer specific questions or for specific purposes.
- distinguish between cause and effect, true and false, main idea and supporting details, and fact and opinion.
- demonstrate think-aloud behaviors as modeled by the teacher.
- explain that literature can be used to better understand themselves and others.
- self-select reading materials with consideration for ability and interest/
- identify the narrator.

NOTE: ALL PREVIOUSLY LEARNED LITERARY CONCEPTS (K-4) SHOULD CONTINUE TO BE REINFORCED AS LITERARY TERMS.

- demonstrate knowledge of use of literary terms: metaphor, climax, rising/developing action, conflict (add person vs. person), point of view (add 3rd person), and novel.

METACOGNITIVE STRATEGIES

- use comprehension strategies (flexibly and as needed) while reading or listening to literature.

REPAIRING UNDERSTANDING

Students will:

- monitor the adequacy of their understanding.
- stop, reread, and/or ask for help when difficulties are encountered in understanding the text.
- repair faulty comprehension.

CONNECTING

Students will:

- make text-to-self, text-to-text, and text-to-world connections about works they read, hear, and view.
- explore new points of view outside their range of experience through their identification with characters.
- develop an understanding of American culture and the world in which they live.

QUESTIONING

Students will:

- ask questions about works including questions about plot, setting, character, theme, conflict and resolution, and point of view through works they read, hear, and view.
- answer questions about works including questions about plot, setting, character, theme, conflict and resolution, and point of view through works they read, hear, and view.

VISUALIZING

Students will:

- use all the senses to comprehend texts.
- visualize from a vivid piece of text.
- visualize in nonfiction texts to better understand the dimensions of size, shape, and time

DETERMINING IMPORTANCE

Students will:

- distinguish important from less important ideas in fiction and nonfiction texts.
- begin to find evidence of character motivation in the text.
- identify the conflict and its resolution.

INFERRING

Students will:

- begin to independently identify author's purpose or intent in written, spoken, or audio-visual texts.
- make predictions based on explicit or implicit information from the text and/or personal experience.
- evaluate predictions.

SYNTHESIZING

Students will:

- compare and contrast literary works with a focus on character, setting, and conflict.
- apply concepts from works to their personal experiences, to the local environment, to current events, and to historical topics.
- understand that a single text, including poetry, novels, essays, spoken and audio-visual presentations, and accounts of events from real-life, may elicit a variety of responses and interpretations.

STANDARD #5 – Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing to gather and organize information in a variety of subject areas.

Students will:

- use a variety of strategies to identify information and to evaluate information gathered.
- continue to use reference tools, including the thesaurus.
- begin to use the library card catalogue, encyclopedia and access search engines on the internet.
- continue to use organizational strategies including note-taking, highlighting, and paraphrasing.
- read, listen to, view, and understand a variety of informational resources at appropriate grade level.
- paraphrase main idea in written, spoken, audio-visual, and graphic materials.
- discriminate between fact and opinion.