

5th GRADE**Reading: Structure****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

The learner will:

- [D] • Chart similarities and/or differences of genre.
- [D] • Compare and contrast works of various authors or illustrators.
- [D – M] • Read assigned and/or appropriate self-selected texts in a variety of genre.
- [D - M] • Apply new vocabulary knowledge when writing and discussing materials.
- [M] • Apply decoding and word recognition skills to unfamiliar vocabulary.
- [D] • Recognize the structure of poetry.
- [D] • Recognize and enjoy different kinds of poetic forms.

Reading: Meaning Construction

The learner will:

- [D] • Respond with increasing independence to fiction and non-fiction in a variety of ways (analyze, infer, critique, summarize, evaluate, synthesize, compare, classify, contrast, and reflect).
- [M] • State the main idea of a given selection.
- [D – M] • Demonstrate ability to make connections between prior knowledge and new information.
- [E] • Apply self-correcting strategies while reading.
- [D] • Locate appropriate information to support ideas, concepts, and interpretations gleaned from text.
- [D – M] • Explain the supporting role details in a printed selection.
- [D] • Classify, compare, and contrast information from text.

5th GRADE**Reading: Meaning Construction (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [D] • Draw inferences from ideas and concepts presented in printed selection.
- [I] • Explain how an author's purpose for writing influences the contents of the selection.
- [M] • Interpret written directions.
- [D] • Describe the characters, setting, plot, and mood of a reading selection.
- [M] • Become proficient at selecting appropriate materials for enjoyment and information.
- [M] • Recognize and explain cause and effect relationships within a story.
- [M] • Identify sequential order of content in printed selections.
- [D – M] • Classify, compare, and contrast information from text.

Reading: Application

The learner will:

- [M - E] • Exhibit knowledge of book structure (table of contents, key words, headings, index, title page, author, illustrator, glossary, etc.).
- [M] • Engage in daily sustained silent reading from teacher-assigned and self-selected material.
- [I – D] • Collaborate with others to construct meaning through participating in literature response group.
- [D] • Justify choice of appropriate materials for self-selected reading and information.
- [D – M] • Adjust reading strategy rate depending on purpose.
- [I- M] • Select and use an appropriate mode of response to extend a reading experience.

5th GRADE**Reading: Application (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [I]
 - Apply a study method (i.e. SQ3R – Survey, Question, Read, Recite, Review) to reading in the content areas.
- [I]
 - Organize information for retention and reporting using outline, list, cluster, web, and note cards.
- [D]
 - Use library resources to broaden concepts when engaged in research.
- [M]
 - Incorporate the use of reference works to gain information.
- [D]
 - Demonstrate ability to select appropriate materials for a variety of purposes, including enjoyment, information, problem solving, and decision making.
- [D]
 - Apply research and study skills to facilitate retention and prepare for tests.
- [D]
 - Maintain a list of books read.
- [M]
 - Read a variety of genre.
- [E]
 - Differentiate between reality and fantasy.
- [E]
 - Use dictionary skills for pronunciation, to verify spelling, and find the meaning of new words.

Reading: Multidisciplinary

The learner will:

- [D]
 - Extend understanding of the uniqueness and universality of human experiences through a variety of literature.
- [D]
 - Explain the need for individual human rights and freedom as revealed through themes in literature.

5th GRADE**Reading: Multidisciplinary (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [D] • Collaborate with others to construct meaning through participation in literature response groups.
- [D] • Use media resources to clarify themes.
- [D] • Use reading as a tool for learning and thinking across the curriculum.
- [I] • Gather and evaluate appropriate material related to a theme or topic.
- [M] • Correctly use appropriate symbols and signs used when reading across the curriculum content areas.

Writing: Structure

The learner will:

- [D] • Adapt style of writing to a purpose.
- [I - D] • Use prewriting strategies (outlining, listing, clustering, webbing, and note taking).
- [D] • Demonstrate the ability to use punctuation to affect meaning and flow.
- [D - M] • Apply spelling and grammar rules to all content area writing.
- [D] • Write a final draft in legible cursive.
- [D] • Emphasize content as well as mechanics and spelling.
- [D] • Write a composition of at least 3 paragraphs using transitional words for continuity.
- [D] • Participate in creating a class newspaper.

5th GRADE**Writing: Structure (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [D]
- Demonstrate the ability to use conventions of print such as the following in meaningful writing activities:
 - a. correct letter formation, manuscript and cursive
 - b. capitalization
 - c. punctuation (ending punctuation, beginning to use commas, apostrophes, and quotation marks)
 - d. correct spelling
- [M]
- Develop paragraphs that include:
 - a. topic sentence
 - b. supporting details
 - c. unity
 - d. coherence
 - e. concluding sentence
 - f. proper punctuation
- [D – M]
- Compose paragraphs that are based on information, flow from reading, and describe events and observations.
- [D]
- Expand the use of vocabulary appropriate to purpose.

Writing: Meaning Construction

The learner will:

- [D – M]
- Develop proficiency at selecting appropriate materials in preparation for personal and informational writing.
- [I – D]
- Locate appropriate information to support ideas, concepts, and interpretations for writing.

5th GRADE**Writing: Meaning Construction (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

The learner will:

- [D] • Demonstrate the ability to make connections between prior knowledge and new information when writing.
- [D] • Use the writing process to compose:
 - a. prewriting
 - b. drafting
 - c. revising
 - d. editing
 - e. publishing, using MLA style
- [D] • Develop a research paper using MLA style, note cards, outline / graphic organizer, and simple bibliography.
- [M] • Maintain legibility and neatness in all written work.
- [D] • Use editing process to clarify thought.
- [D] • Use vivid and precise vocabulary.
- [I] • Demonstrate the ability to write to persuade.
- [D – M] • Compose letters, invitations, thank-you notes, essays, poems, personal narratives, reports, and persuasive paragraphs.

Writing: Mechanics / Grammar

The learner will:

- [E] • Use and punctuate declarative, interrogative, exclamatory, and imperative sentences.
- [E] • Write simple sentences.

5th GRADE**Writing: Mechanics / Grammar (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [D] • Write and punctuate compound sentences.
- [M] • Use the following marks of punctuation: comma, quotation marks, apostrophe.
- [I] • Identify and use the following marks of punctuation: hyphen, colon, semi-colon.
- [E] • Identify and use the following parts of speech: singular and plural nouns, common and proper nouns.
- [D] • Identify the person, case, gender, and number of nouns.
- [D] • Use possessive pronouns.
- [M] • Use personal pronouns.
- [D] • Identify and use interrogative pronouns (who, whom, what, which).
- [I] • Identify demonstrative pronouns (this, that, these and those), and indefinite pronouns (it, most, some, all, everybody).
- [D] • Identify, define and use adjectives.
- [D – E] • Identify and use the appropriate tense of regular verbs.
- [D] • Identify and use linking / state of being verbs.
- [I] • Identify and use auxiliary / helping verbs.
- [D] • Identify and use irregular verbs.
- [I] • Identify transitive and intransitive verbs.
- [D] • Identify and use prepositions.

5th GRADE**Writing: Mechanics / Grammar (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [I] • Identify and use object of preposition.
- [I] • Identify direct objects.
- [D] • Identify and define the function of parts of speech as elements of sentence structure (simple and complete subject, simple and complete predicate).
- [D] • Identify and use possessive case.
- [I] • Identify and use nominative case.
- [D] • Identify and use compound subjects and compound predicates.
- [D] • Use and define subject / verb agreement.
- [I] • Identify active and passive voice.
- [I] • Identify and use adverbs.
- [I] • Identify and use conjunctions and interjections.

Writing: Application

The learner will:

- [D – M] • Write daily for a variety of purposes and audiences.
- [D – M] • Share learning and new information through writing.
- [D] • Develop use of point of view in writing.
- [D] • Write a news story.

5th GRADE**Writing: Multidisciplinary****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

The learner will:

- [D] • Use computers in writing activities.
- [D – M] • Clearly express an opinion in writing with supporting arguments.
- [D] • Actively engage in technological process to construct and convey meaning.
- [D] • Write a summary of information gathered from various curriculum areas.
- [D] • Write in response to literature.