

Fifth Grade Language Arts Standards and Benchmarks

Standard #1: Reading and Listening for Comprehension Definition: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.		
Benchmark #1-A: Listen to, read, react to, and retell information.	Performance Objective 1	<input type="checkbox"/> Listen actively and critically by: <ul style="list-style-type: none"> <input type="checkbox"/> asking questions <input type="checkbox"/> delving deeper into the topic <input type="checkbox"/> elaborating on the information and the ideas presented <input type="checkbox"/> evaluating information and ideas <input type="checkbox"/> making inferences and drawing conclusions <input type="checkbox"/> making judgments
	Performance Objective 2	<input type="checkbox"/> Make connections between texts by recognizing similarities and differences based on a common theme, lesson, or message.
	Performance Objective 3	<input type="checkbox"/> Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.
	Performance Objective 4	<input type="checkbox"/> Follow oral instructions that provide information about a task or assignment.
Benchmark #1-B: Gather and use information for research and other purposes	Performance Objective 1	<input type="checkbox"/> Understand concept of primary source.
	Performance Objective 2	<input type="checkbox"/> Research multiple sources to deepen understanding and integrate information and ideas across varied sources and content areas by: <ul style="list-style-type: none"> <input type="checkbox"/> conducting research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, Internet, computer networks) <input type="checkbox"/> evaluating the usefulness and quality of information and ideas based on purpose, experiences, text(s) and graphics
	Performance Objective 3	<input type="checkbox"/> Make connections between print and non-print texts by recognizing similarities and differences using a variety of resources that contribute to informed decisions.
Benchmark #1-C: Apply critical thinking skills to analyze information	Performance Objective 1	<input type="checkbox"/> Evaluate text to determine author's purpose and opinion by: <ul style="list-style-type: none"> <input type="checkbox"/> evaluating inferences, conclusions, and generalizations <input type="checkbox"/> identifying elements of fiction and non-fiction that support plot development, choice of words, effectiveness of figurative language and personification
	Performance Objective 2	<input type="checkbox"/> Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text.
	Performance Objective 3	<input type="checkbox"/> Respond to fiction, non-fiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> <input type="checkbox"/> analyzing word choice and content <input type="checkbox"/> examining reasons for a character's actions <input type="checkbox"/> creating and presenting a product that demonstrates a personal response <input type="checkbox"/> examining alternative perspectives
	Performance Objective 4	<input type="checkbox"/> Make informed judgments about bias, propaganda, stereotyping, and media techniques.
	Performance Objective 5	<input type="checkbox"/> Analyze cause and effect relationships, compare and contrast information, facts, characters, and objects to predict a logical outcome based on the information in the selection.
	Performance Objective 6	<input type="checkbox"/> Distinguish between fact and opinion.

<u>Benchmark #1-D:</u> Demonstrate competence in the skills and strategies of the reading process	Performance Objective 1	<input type="checkbox"/> Apply enabling strategies and skills to read by: <ul style="list-style-type: none"> <input type="checkbox"/> expanding and refining vocabulary through wide reading, word study, content area study, writing process elements, writing as a tool, debate, discussions, seminars, and examining the author's craft <input type="checkbox"/> using word reference materials <input type="checkbox"/> selecting key vocabulary critical to the text and applying appropriate meanings for understanding <input type="checkbox"/> reading independently to increase fluency and build background knowledge
	Performance Objective 2	<input type="checkbox"/> Interact with the text by: <ul style="list-style-type: none"> <input type="checkbox"/> making predictions <input type="checkbox"/> formulating questions <input type="checkbox"/> supporting answers from textual information, previous experience, and/or other sources <input type="checkbox"/> drawing on personal, literary, and cultural understandings <input type="checkbox"/> seeking additional information
	Performance Objective 3	<input type="checkbox"/> Read a variety of texts (e.g., fiction, newspaper and magazine articles, poetry, drama)
	Performance Objective 4	<input type="checkbox"/> Choose materials to read independently, identifying the main ideas and significant details, and determine the correct sequence of events or information.

Standard #2: Writing and Speaking for Expression

Definition: Students will communicate effectively through speaking and writing.

<u>Benchmark #2-A:</u> Use speaking as an interpersonal communication tool	Performance Objective 1	<input type="checkbox"/> 1. Read aloud grade-level text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.
	Performance Objective 2	<input type="checkbox"/> Use language to: <ul style="list-style-type: none"> <input type="checkbox"/> formulate hypotheses <input type="checkbox"/> evaluate information and ideas <input type="checkbox"/> present and support arguments <input type="checkbox"/> influence the thinking of others
	Performance Objective 3	<input type="checkbox"/> Make presentations to inform or persuade, selecting vocabulary for impact.
<u>Benchmark #2-B:</u> Apply grammatical and language conventions to communicate	Performance Objective 1	<input type="checkbox"/> 1. Write sentences that use: <ul style="list-style-type: none"> <input type="checkbox"/> independent and dependent clauses <input type="checkbox"/> transitions <input type="checkbox"/> conjunctions to connect ideas
	Performance Objective 2	<input type="checkbox"/> Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).
	Performance Objective 3	<input type="checkbox"/> Use colons and quotation marks correctly.
	Performance Objective 4	<input type="checkbox"/> Spell most commonly used words accurately using a multi-strategy approach to learn new spellings.
	Performance Objective 5	<input type="checkbox"/> Edit final product for grammar, language conventions, and format.
	Performance Objective 6	<input type="checkbox"/> Create and deliver focused, coherent presentations that convey ideas clearly and relate to the background and interest of the audience using a variety of media.
	Performance Objective 7	<input type="checkbox"/> Evaluate the content of oral communication.

<u>Benchmark #2-C:</u> Demonstrate competence in the skills and strategies of the writing process	Performance Objective 1	<input type="checkbox"/> 1. Produce a variety of written products that demonstrate competence in: <ul style="list-style-type: none"> <input type="checkbox"/> persuasive writing (e.g., states a clear position, elaborates on the position with reasons, examples, information and other evidence) <input type="checkbox"/> autobiographical writing <input type="checkbox"/> essays that speculate on cause and effect
	Performance Objective 2	<input type="checkbox"/> Apply the writing process through: <ul style="list-style-type: none"> <input type="checkbox"/> pre-writing <input type="checkbox"/> creating a rough draft <input type="checkbox"/> revising for clarity of thought and focused communication <input type="checkbox"/> editing <input type="checkbox"/> publishing and sharing of final product
	Performance Objective 3	<input type="checkbox"/> Create journals, notes, stories, reports, and letters using appropriate formats and multimedia technologies to communicate to an audience for a specific purpose.
	Performance Objective 4	<input type="checkbox"/> Focus revision on creating simple and/or complex sentences for clarity and impact and on developing a lead, characters, or mood.

Standard #3: Literature and Media

Definition: Students will use literature and media to develop an understanding of people, societies, and the self.

<u>Benchmark #3-A:</u> Use language, literature, and media to understand various social and cultural perspectives	Performance Objective 1	<input type="checkbox"/> Explain why similar character types are found in multiple cultures.
	Performance Objective 2	<input type="checkbox"/> Identify social/cultural values and beliefs reflected in literature and media.
	Performance Objective 3	<input type="checkbox"/> Identify archetypal patterns and symbols depicted through literature and media of various cultures.
<u>Benchmark #3-B:</u> Identify ideas and make connections among literary works	Performance Objective 1	<input type="checkbox"/> Identify main conflict in a plot and describe how it is resolved.
	Performance Objective 2	<input type="checkbox"/> Contrast the actions and motives of characters in literary works.
	Performance Objective 3	<input type="checkbox"/> Explain the importance of a character's actions to the plot and theme of a literary work.