

## Reading

### Literature



**Note:**  
These are  
end-of-year  
expectations  
for...

# Fifth Grade

<b>Key Ideas &amp; Details</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● accurately find the words or phrases from text that supports my answer.</li> <li>● make logical conclusions based on the evidence in the text.</li> <li>● create lists of clues stated in the text to support my inference.</li> <li>● identify the theme (moral, lesson, meaning, message, view or comment on life) of a story, drama, or poem.</li> <li>● use text to find how the character's traits and actions determine the theme.</li> <li>● I can restate, sequentially, the main idea/events/points from a story, drama or poem in as few words as possible.</li> <li>● find similarities and differences between two or more characters, settings, or events.</li> </ul>
<b>Craft &amp; Structure</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● figure out the meaning of an unusual words or phrases when I read by using context clues.</li> <li>● can identify metaphors and similes as types of figurative language when used in text.</li> <li>● determine the meaning of figurative language when used in text.</li> <li>● can explain the structure of a story, drama, or poem.</li> <li>● give details about how specific parts (sentences, paragraphs, chapters, scenes, stanzas) relate to each other and the whole.</li> <li>● identify the narrator's or speaker's viewpoint in a text.</li> <li>● tell how and why the events of a text are influenced by the narrator's or speaker's viewpoint.</li> </ul>
<b>Integration of Knowledge</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● explain the elements of visual and multimedia presentations.</li> <li>● explain how the elements of visual and multimedia presentations enhance my understanding and appreciation of text.</li> <li>● identify characteristics of fictional genres.</li> <li>● compare (and contrast) stories that deal with similar topics and problems (e.g., meaning of friendship, freedom, responsibility).</li> </ul>
<b>Range of Reading and Level of Text Complexity</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● read and understand stories at my grade level.</li> <li>● read and comprehend literature, including stories, dramas, and poetry.</li> </ul>

## Reading (continued)

<b>Informational Text</b>	
<b>Key Ideas &amp; Details</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● accurately find the words or phrases from text that supports my answer.</li> <li>● make logical conclusions based on the evidence in the text.</li> <li>● create lists of clues stated in the text to support my inferences.</li> <li>● identify several main ideas and connect the supporting details.</li> <li>● restate the main ideas and critical details.</li> <li>● maintain chronological or logical order in as few words as possible.</li> <li>● explain how two or more specific events, ideas, concepts, or individuals are connected.</li> <li>● use specific events, ideas, concepts, from the information reading that I do to explain what happened and why.</li> </ul>
<b>Craft &amp; Structure</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● use context clues to help unlock the meaning of unknown words/phrases.</li> <li>● use non-linguistic clues (maps, charts, etc.) to help unlock the meaning of unknown words/phrases.</li> <li>● determine the appropriate definition of words that have more than one meaning.</li> <li>● identify text structure specific to informational text.</li> <li>● compare and contrast the structure of events, ideas, concepts, and information in two or more texts.</li> <li>● compare the purpose of the text structure.</li> <li>● tell how and why the events of an account are influenced by multiple viewpoints.</li> </ul>
<b>Integration of Knowledge</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) for a specific purpose.</li> <li>● distinguish fact from opinion.</li> <li>● support with evidence from the text.</li> <li>● determine author's main purpose.</li> <li>● develop notes to organize my thinking while reading several different sources.</li> <li>● categorize notes from the different sources.</li> <li>● interpret notes for a report.</li> <li>● create a finished product that paraphrases what I learned.</li> </ul>
<b>Range of Reading and Level of Text Complexity</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● read and understand informational texts at my grade level.</li> <li>● read a variety of informational texts, including history/social studies, science, and technical texts.</li> </ul>
<b>Foundational Skills</b>	
<b>Phonics</b>	<p>I can...</p>

<p><b>and Word Recognition</b></p>	<ul style="list-style-type: none"> <li>● use word-decoding strategies to read unfamiliar words.</li> <li>● use my knowledge of consonant blends, long-vowel patterns and short vowel patterns to decode words.</li> <li>● analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables.</li> <li>● use my analysis of word structure to help me decode unfamiliar multisyllabic words.</li> </ul>
<p><b>Fluency</b></p>	<p>I can...</p> <ul style="list-style-type: none"> <li>● read with purpose and understanding.</li> <li>● read grade-level text fluently and show comprehension through voice, timing, and expression.</li> <li>● recognize when a word I have read does not make sense within a text.</li> <li>● self-correct misread or misunderstand words using context clues.</li> <li>● reread with corrections when necessary.</li> <li>● read prose and poetry aloud with accuracy, rate, and expression.</li> <li>● use context to know if I am reading accurately and can self-correct when necessary.</li> </ul>

## Writing

<p><b>Text Types &amp; Purposes: Opinion</b></p>	<p>I can...</p> <ul style="list-style-type: none"> <li>● determine my opinion or point of view on a topic or text.</li> <li>● include my opinion within the introduction of the topic when writing an argument.</li> <li>● organize my ideas when writing an argument.</li> <li>● support my opinion with facts and details when writing an argument.</li> <li>● link opinions and reasons when writing an argument.</li> <li>● write a concluding statement or paragraph to support my opinion when writing an argument.</li> </ul>
<p><b>Text Types &amp; Purposes: Informative/ Explanatory</b></p>	<p>I can...</p> <ul style="list-style-type: none"> <li>● select a topic and gather information to share with my audience.</li> <li>● define common formatting structures and determine the best structure that will allow me to organize my information.</li> <li>● introduce my topic by providing my general observation/focus; use formatting structures, illustrations, and multimedia to clarify my topic.</li> <li>● explain my topic using precise language and domain-specific vocabulary.</li> <li>● present my information in a formal style with a concluding statement or section that relates to the information presented.</li> </ul>
<p><b>Text Types &amp; Purposes: Narrative</b></p>	<p>I can...</p> <ul style="list-style-type: none"> <li>● define narrative and describe the basic parts of plot.</li> <li>● orient (set the scene for) the reader by introducing the narrator,</li> </ul>

	<p>characters, and the event/situation that starts the story in motion.</p> <ul style="list-style-type: none"> <li>● sequence the events in my story so that one event logically leads to the next.</li> <li>● use concrete words and phrases as well as sensory details to help my reader understand the experiences and events.</li> <li>● signal changes in time and place by using transition words, phrases, and clauses.</li> <li>● write a logical conclusion when writing a narrative piece.</li> </ul>
<p><b>Production &amp; Distribution</b></p>	<p>I can...</p> <ul style="list-style-type: none"> <li>● identify the writing style that best fits my task, purpose, and audience.</li> <li>● use organizational/formatting structures (graphic organizers) to develop my writing ideas.</li> <li>● compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.</li> <li>● use prewriting strategies to formulate ideas.</li> <li>● recognize that a well-developed piece of writing requires more than one draft.</li> <li>● apply revision strategies.</li> <li>● edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.</li> <li>● prepare multiple drafts using revisions and edits to develop and strengthen my writing.</li> <li>● recognize when revising, editing, and rewriting are not enough, and I need to try a new approach.</li> <li>● use technology to produce and publish my writing.</li> <li>● use technology (<i>e.g. email, blogs, Skype, etc.</i>) to communicate with others.</li> <li>● choose credible websites on the Internet that will help my compose, edit, and publish my writing.</li> <li>● use proper keyboarding skills to compose and prepare my writing for publication.</li> <li>● write a minimum of one page in one sitting.</li> </ul>
<p><b>Research to Build and Present Knowledge</b></p>	<p>I can...</p> <ul style="list-style-type: none"> <li>● define research and explain how research is different from other types of writing.</li> <li>● focus my research around a question/topic that is provided to determine my own research worthy questions.</li> <li>● choose several sources to gather information to answer research questions.</li> <li>● analyze the information found in my sources to determine if it provides enough support to answer my questions.</li> <li>● recall and gather important information from print and digital sources.</li> <li>● take notes and organize information and list the sources that I have used.</li> </ul> <p>I can...</p> <ul style="list-style-type: none"> <li>● sort the information from my notes into provided categories.</li> <li>● prepare a list of sources used during my research.</li> <li>● define textual evidence (“word for word” support).</li> </ul>

<b>Research to Build and Present Knowledge</b> (continued)	<ul style="list-style-type: none"> <li>● determine textual evidence that supports my analysis, reflection, and/or research.</li> <li>● analyze facts through compare/contrast, cause/effect, categorize, or sequence.</li> <li>● defend my reaction that is defined by the facts.</li> <li>● compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.</li> </ul>
<b>Range of Writing</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● write for extended periods of time for many tasks, purposes and audiences.</li> <li>● recognize that different writing tasks require varied time frames to complete.</li> <li>● determine a writing format/style to fit my task, purpose, and/or audience.</li> <li>● write for a variety of reasons.</li> </ul>

### Speaking & Listening

<b>Comprehension and Collaboration</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● read or study material to be discussed.</li> <li>● list important information about the topic to be discussed.</li> <li>● identify and follow the agreed upon rules for discussion and carry out assigned roles.</li> <li>● ask questions when I do not understand.</li> <li>● stay on topic by making comments about the information being discussed.</li> <li>● make connections between the comments of others.</li> <li>● explain my own ideas and tell what I've learned from a discussion.</li> <li>● identify information from a text being read aloud.</li> <li>● identify information that is presented in different formats.</li> <li>● summarize a speaker's points using reasons and evidence he/she provides to support his/her claim.</li> </ul>
<b>Presentation of Knowledge and Ideas</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● determine a logical sequence for presenting my ideas and facts.</li> <li>● present my ideas and/or opinion with facts and relevant descriptive details that support the main idea or theme.</li> <li>● report my information by speaking clearly and at an appropriate pace.</li> <li>● identify main ideas or theme in my presentation that could be enhanced.</li> <li>● determine and include an appropriate multimedia component or visual display to enhance my main ideas or themes.</li> <li>● identify various reasons for speaking.</li> <li>● adapt a speech for various tasks or situations.</li> <li>● compose a formal speech that demonstrates a command of grade 5 Language standards.</li> </ul>

### Language Standards

<b>Conventions of Standard English</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● determine conjunction (words that connect words, phrases, clauses, or sentences) and explain its function in a sentence.</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>● define preposition (a word that shows a relationship of a noun or pronoun to another word in a sentence) and explain its function in a sentence.</li> <li>● define interjection (an exclamation or attention getter that expresses strong feeling and usually comes at the beginning of a sentence) and explain its function in a sentence.</li> <li>● identify the past perfect, present perfect, and future perfect verb tenses and use them correctly.</li> <li>● choose the correct verb tense to show time, sequence, state, and condition.</li> <li>● identify when the incorrect verb tense has been used and make appropriate corrections.</li> <li>● identify common correlative conjunctions and use them correctly when writing.</li> <li>● determine when to capitalize words</li> <li>● identify items in a series and punctuate them correctly.</li> <li>● identify an introductory element and use a comma to separate it from the rest of a sentence.</li> <li>● identify when a comma should be used to set off the words yes and not, tag questions, and direct address.</li> <li>● identify the titles of words and choose the correct formatting style.</li> <li>● identify misspelled words and use resources to assist me in spelling correctly.</li> <li>● identify simple sentence structures (one independent clause), compound sentence structures (two or more independent clauses), and complex sentence structures (one independent clause and one subordinate clause) sentence structures.</li> <li>● determine when to use varied sentence structures to create meaning, interest, and style in my writing.</li> <li>● compare how authors use variations of English in stories, dramas, or poems.</li> </ul>
<p style="text-align: center;"><b>Vocabulary Acquisition and Use</b></p>	<p>I can...</p> <ul style="list-style-type: none"> <li>● infer the meaning of unknown words using context clues.</li> <li>● recognize and define common Greek and Latin affixes and roots.</li> <li>● break down unknown words into units of meaning to infer the definition.</li> <li>● verify my inferred meaning of an unknown word by consulting reference materials.</li> <li>● define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia)</li> <li>● distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean)</li> </ul> <p>I can...</p> <ul style="list-style-type: none"> <li>● recognize when an author is using idioms, adages, and proverbs and determine his/her intended meaning.</li> <li>● recognize word relationships and use the relationships to further understand each of the words.</li> </ul>

**and Use**  
(continued)

- recognize the difference between general academic words and phrases.
- acquire and use grade-appropriate academic and domain specific words and phrase, including words that signal contrast, addition, and other logical relationships, to increase comprehension and expression.