

LITERACY – Reading, Writing, Speaking & Listening

<p>CCSS Specific knowledge and skills that students will know and be able to do by the end of FifthGrade.</p>	<p>Student Learning Target (“I can”) These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences. This is not an inclusive list of learning targets.</p>
<p>Foundational Skills</p>	
<p><u>Phonics and Word Recognition</u></p> <ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding words. 	<p><u>Phonics, Spelling, and Word Study:</u></p> <ul style="list-style-type: none"> • I can recognize and use syllables. <p><u>Word Solving Actions:</u></p> <ul style="list-style-type: none"> • I can break words into syllables to read or write them. • I can use word parts to derive the meaning of a word. • I can recognize base words and remove prefixes and suffixes to break them down and solve them. • I can use word parts to derive the meaning of a word. • I can demonstrate ability to use automatically and flexibly a wide range of word-solving strategies (e.g., dividing words into syllables, using phonograms within multi-syllable words, using word parts, using prefixes and affixes, and connecting words to known words). • I can use word-solving strategies, background knowledge, graphics, text context, and readers’ tools (glossaries, dictionaries) to solve words, including disciplinary specific and technical words. • I can notice and use word roots (Greek and Latin) to take apart words (commune: community, communicate, communism).
<p><u>Fluency</u></p> <ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> ○ Read grade level text with purpose and understanding. ○ Read grade level prose and poetry orally with accuracy, appropriate rate and expression on successive readings. ○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> • I can reread to solve words or think about ideas and resume good rate of reading. • I can reread dialogue with phrasing and expression that reflects understanding of character and events. • I can demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding. • I can orally read grade appropriate text with accuracy and demonstrate comprehension at ___ wpm. (Fall: 105-145 Winter: 110-145 Spring: 115-145)

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<p><u>Integration of Knowledge and Ideas</u></p> <ul style="list-style-type: none"> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. Compare and contrast stories in the same genre on their approaches to similar themes and topics. 	<ul style="list-style-type: none"> I can notice and discuss how the author or illustrator has used illustrations and other graphics to convey meaning or create mood. I can identify and acknowledge sources of the information included in an oral presentation. I can use visual displays (diagrams, charts, illustrations, technology, ways that are clearly related to and extend the multimedia) in that are clearly related to and extend the topic of a presentation. I can reflect on information from both print and graphics. I can recognize similarities across texts (organization, style, theme). I can notice aspects of genre. I can discuss the selection of genre in relation to inferred writer’s purpose for a range of text. I can compare and contrast stories in the same genre and how they approached similar themes and topics.
<p><u>Range of Reading and Level of Text Complexity</u></p> <ul style="list-style-type: none"> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. 	<ul style="list-style-type: none"> I can self-select just right books and apply grade level thinking. I can read a variety of genres.

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<p>Reading Literature</p>	
<p><u>Key Ideas and Details</u></p> <ul style="list-style-type: none"> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). 	<ul style="list-style-type: none"> I can remember where to find information in more complex texts so opinions can be checked by rereading. I can support predictions with evidence from the text or from knowledge of genre. I can draw conclusions and find evidence to support ideas. I can quote accurately from the text to support my opinions, predictions, and conclusions. I can provide evidence of understanding complex plots with multiple events and characters in responses. I can determine and discuss the theme of a story, drama, or poem and notice how the theme evolves. I can keep mental summaries of text while listening and reading. (This often occurs over several days). I can choose the most important information or ideas and facts when giving a summary. I can construct summaries that are concise and reflect the important and overarching ideas and information in texts. I can include ideas about how characters in a story respond to challenges when determining a theme. I can include ideas about how the speaker in a poem reflects upon a topic when determining a theme. I can write summaries that reflect literal understanding of a text. I can reflect awareness of the author’s underlying messages (themes). I can write and respond to the moral lesson of a text. I can connect character’s thoughts words or actions by maintaining memory of many different texts. I can connect characters across texts by circumstances, traits, or actions. I can notice similarities and differences between the characters, settings, or events in the texts I’ve connected. I can compare and contrast two or more character, settings, or events in a text using specific evidence from the text to support my thinking.
<p><u>Craft and Structure</u></p> <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. Describe how a narrator’s or speaker’s point of view influences how events are described. 	<ul style="list-style-type: none"> I can notice the writer’s use of language (or the illustrator’s use of art) to evoke sensory images, feeling, and mood. I can notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of a text. In texts with multiple complex characters, I can infer traits, motivations, and changes through examining how the writer describes them, what they do, what they say and think, and what other characters say about them. I can show awareness of a writer’s use of figurative language and sensory imagery by using language from the text to support my thinking. I can recognize and discuss the artistic aspects of a text, including how illustrations and narrative form a cohesive whole. I can explain how a series of chapters, scenes, or stanzas fit together to help me build my understanding of the story. I can write about how a text is organized and how it helps me build my understanding of the story. I can recognize the writer’s choice of first, second, or third person and discuss and hypothesize the reasons for this decision. I can identify multiple points of view. I can describe how the point of view of the narrator/speaker influences how the events are described. I can recognize the narrator and discuss how the choice of first or third person point of view affects the reader.

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<p>Reading Informational Text</p>	
<p><u>Key Ideas and Details</u></p> <ul style="list-style-type: none"> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 	<ul style="list-style-type: none"> I can remember where to find information in more complex texts so opinions can be checked by rereading. I can form implicit questions and search for answers in the text while listening and during discussion. I can support my thinking with specific evidence based on personal experience or knowledge or evidence from the text. I can identify important ideas and information (longer texts with chapters and sometimes multiple texts). I can organize important information in summary form in order to remember and use them as background knowledge in reading or for discussion and writing. I can include appropriate and important details when summarizing texts. I can provide evidence from the text or from personal experience to support written statements about a text. I can make connections between the lives and motivations of individuals and their own lives. I can draw conclusions from information. I can use other sources of information to check the authenticity of a text (fiction, historical fiction, nonfiction) when questions arise. I can make connections among the ideas in a text(s) on the same topic or by the same author.
<p><u>Craft and Structure</u></p> <ul style="list-style-type: none"> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject areas. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 	<ul style="list-style-type: none"> I can recognize and actively work to learn the meaning of new vocabulary words, including complex, specialized, and technical words. I can use specific vocabulary to talk about texts. I can notice new and useful words and intentionally record and remember them to expand oral and written vocabulary. I can purposefully acquire vocabulary from text and use new words in talk and writing (including technical words). I can use specific vocabulary to write about text. I can notice and understand when the writer uses description, temporal sequence, comparison and contrast, cause and effect, and problem and solution. I can provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text. I can understand and discuss how layout contributes to the meaning and effectiveness of both fiction and nonfiction texts. I can make connections between the text and other texts that have been read or heard (particularly text with diverse settings) and demonstrate in writing. I can comment on how layout contributes to the meaning and effectiveness of texts. I can provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text. I can derive the author’s purpose and stance even when implicitly stated. I can identify similarities across text. I can identify multiple points of view.

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<p><u>Integration of Knowledge and Ideas</u></p> <ul style="list-style-type: none"> • Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. • Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. 	<ul style="list-style-type: none"> • I can use a full range of readers’ tools to search for information (table of disciplinarys, glossary, headings and subheadings, call-outs, pronunciation guides, index, references). • I can draw information from both text (print) and nontext (photos, sound effects, animation, illustrations, variation in font and color) elements. • I can locate and validate information on the Internet (from approved sites). • I can understand the importance of multiple sites and resources for research. • Recognize similarities across texts (organization, style, theme). • I can note the different ways the nonfiction writer organized and provided information. • I can integrate information from several texts on the same topic in order to write or speak about the subject knowledgeable. • I can make connections among the ideas in a text (s) on the same topic or by the same author.
<p><u>Range of Reading and Level of Text Complexity</u></p> <ul style="list-style-type: none"> • By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. 	<ul style="list-style-type: none"> • I can have memory of many texts and use them to make connections with new texts. • I can think critically about informational texts in terms of quality of writing, accuracy, and the logic of conclusions. • I can sustain attention to a text read over several days, remembering details and revisiting interpretations as new events are encountered. • I can infer causes of problem or of outcomes. • I can make connections between historical and cultural knowledge and a text. • I can include appropriate and important details when summarizing texts.

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<p>Speaking and Listening</p>	
<p><u>Comprehension and Collaboration</u></p> <ul style="list-style-type: none"> • Engage in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> ○ Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. ○ Follow agreed-upon rules for discussions and carry out assigned roles. ○ Pose and respond to specific questions making comments that contribute to the discussion and elaborate on the remarks of others. ○ Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. • Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. 	<ul style="list-style-type: none"> • I can understand and think critically about information presented in media. • I can take responsibility for assuring that others have a chance to talk and use conversation techniques that encourage others to talk. • I can facilitate the entire group’s discussion by ensuring that no one dominates and everyone has a chance to speak. • I can ask clear questions and follow-up questions. • I can suggest new lines of thinking. • I can recall information, big ideas, or points made by others in conversation or from presentations by students or teachers. • I can analyze how a speaker uses evidence and examples effectively.
<p><u>Presentation and Knowledge of Ideas</u></p> <ul style="list-style-type: none"> • Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. • Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. • Adapt speech to a variety of contexts and task, using formal English when appropriate to task and situation. 	<ul style="list-style-type: none"> • I can make points in logical order, keeping audience in mind. • I can use examples that are clearly related to the topic. • I can use visual displays (diagrams, charts, illustrations, technology, multimedia) in ways that are clearly related to and extend the topic of a presentation. • I can create nonlinear presentations using video, photos, voice-over, and other elements. • I can demonstrate the use of specific language for different kinds of presentation (dramatic, narrative, reports, news programs).

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<p>Writing</p>	
<p><u>Text Types and Purposes</u></p> <ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). d. Provide a concluding statement or section related to the opinion presented. • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. 	<ul style="list-style-type: none"> • I can determine my opinion or point of view on a topic or text. • I can include my opinion within the introduction of the topic when writing an argument. • I can organize my ideas when writing an argument. • I can support my opinion with facts and details when writing an argument. • I can link opinion and reasons when writing an argument. • I can write a concluding statement or paragraph to support my opinion when writing an argument. • I can select a topic and gather information to share with my audience. • I can define common formatting structures and determine the best structure that will allow me to organize my information. • I can introduce my topic by providing my general observation/focus: use formatting structures, illustrations and multimedia to clarify my topic. • I can explain my topic using precise language and domain-specific vocabulary. • I can present my information with a concluding statement or section that relates to the information presented. • I can define narrative and describe the basic parts of plot. • I can orient (set the scene for) the reader by introducing the narrator, characters, and the event/situation that starts the story in motion. • I can sequence the events in my story so that one event logically leads to the next. • I can use dialogue, description and pacing to develop events. • I can use dialogue, description and pacing to show how characters respond to situations. • I can use concrete words and phrases as well as sensory details to help my reader understand the experiences and events. • I can signal change in time and place by using transition words, phrases and clauses. • I can write a logical conclusion when writing a narrative piece.

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<p><u>Production and Distribution of Writing</u></p> <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.) • With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. 	<ul style="list-style-type: none"> • I can identify the writing style that best fits my task, purpose and audience. • I can use organizational/formatting structures to develop my writing ideas. • I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. <p>With help...</p> <ul style="list-style-type: none"> • I can use prewriting strategies to formulate ideas. • I can recognize that a well-developed piece of writing requires more than one draft. • I can apply revision strategies. • I can edit my writing by checking for errors in capitalization, punctuation, grammar, and spelling. • I can prepare multiple drafts using revisions and edits to develop and strengthen my writing. • I can recognize when revising, editing and rewriting are not enough and I need to try a new approach. <p>With help...</p> <ul style="list-style-type: none"> • I can use technology to produce and publish my writing. • I can use technology to communicate with others. • I can choose credible websites on the internet that will help me compose, edit, and publish my writing. • I can use proper keyboarding skills to compose and prepare my writing for publication. • I can write a minimum of one page in one sitting.
<p><u>Research to Build and Present Knowledge</u></p> <ul style="list-style-type: none"> • Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. • Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. • Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). 	<ul style="list-style-type: none"> • I can define research and explain how research is different from other types of writing. • I can focus my research around a question/topic that is provided to determine my own research worthy question. • I can choose several sources to gather information to answer research questions. • I can analyze the information found in my sources and determine if it provides enough support to answer my question. • I can recall and gather important information from print and digital sources. • I can take notes and organize information and list the sources that I have used. • I can sort the information from my notes into provided categories. • I can prepare a list of sources used during my research. • I can define textual evidence. • I can determine textual evidence that supports my analysis, reflection or research. • I can analyze facts through compare contrast, cause/effect, categories, or sequence. • I can defend my reaction that is defined by the facts. • I can compose written responses and include textual evidence to strengthen my analysis, reflection or research.

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<p>Range of Writing</p> <ul style="list-style-type: none"> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	<ul style="list-style-type: none"> I can write for extended periods of time for many tasks, purposes and audiences. I can recognize that different writing tasks require varied time frames to complete. I can determine a writing format/style to fit my task, purpose, and/or audience. I can write for a variety of reasons.
<p>Language</p>	
<p>Conventions of Standard English</p> <ul style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense.* Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation to separate items in a series.* Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It’s true, isn’t it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly consulting references as needed. 	<ul style="list-style-type: none"> I can define conjunction and explain its function in a sentence. I can define preposition and explain its function in a sentence. I can define interjection and explain function in a sentence. I can identify the past perfect, present perfect and future perfect verb tenses and use them correctly. I can choose the correct verb tense to show time, sequence, state and condition. I can identify when the incorrect verb tense has been used and make appropriate corrections. I can identify common correlative conjunctions and use them correctly when writing. I can determine when to capitalize words. I can identify items in a series and punctuate them correctly. I can identify and use a comma to set off the words <i>yes</i> and <i>no</i>. I can identify and use a comma to indicate direct address. I can identify and use underlining, quotation marks, or italics to indicate titles of works. I can spell grade-appropriate words correctly.
<p>Knowledge of Language</p> <ul style="list-style-type: none"> Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. 	<ul style="list-style-type: none"> I can identify simple sentence structures and complex sentence structures. I can determine when to use varied sentence structures to create meaning, interest, and style in my writing. I can compare how authors use variations of English in stories, dramas, or poems. I can contrast how authors use variations of English in stories, dramas, or poems.

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<p><u>Vocabulary Acquisition and Use</u></p> <ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and disciplinary</i>, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). 	<ul style="list-style-type: none"> • I can infer the meaning of unknown words using context clues. • I can recognize and define common Greek and Latin affixes and roots. • I can break down unknown words into units of meaning to infer the definition. • I can verify my inferred meaning of unknown words by consulting reference materials. • I can define and identify various forms of figurative language. • I can distinguish between literal language and figurative language. • I can recognize when an author is using idioms, adages, and proverbs and determine his/her intended meaning. • I can recognize word relationships and use the relationships to further understand each of the words. • I can recognize the difference between general academic words and phrases. • I can acquire and use grade-appropriate academic and domain words and phrases including words that signal contrast, addition, and other logical relationships, to increase comprehension and expression.

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<p>Speaking and Listening</p>	
<p><u>Comprehension and Collaboration</u></p> <ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly. <ol style="list-style-type: none"> a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. • Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. 	<ul style="list-style-type: none"> • I can read or study material to be discussed. • I can list important information about the topic to be discussed. • I can identify and follow the agreed upon rules for discussion and carry out assigned roles. • I can ask questions when I do not understand. • I can stay on topic by making comments about the information being discussed. • I can make connections between the comments of others. • I can explain my own ideas and tell what I’ve learned from a discussion. • I can identify information from a text being read aloud. • I can identify information that is presented in different formats. • I can summarize the information gathered to determine the main idea and support details. • I can identify a speaker’s claims that are supported by reasons and evidence. • I can summarize a speaker’s points using reasons and evidence he/she provides to support his/her claim.
<p><u>Presentation of Knowledge and Ideas</u></p> <ul style="list-style-type: none"> • Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. • Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. • Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.) 	<ul style="list-style-type: none"> • I can determine a logical sequence for presenting my ideas and facts. • I can present my ideas and/or opinion with facts and relevant descriptive details that support the main idea or theme. • I can report my information by speaking clearly at an appropriate pace. • I can identify main ideas or theme in my presentation that could be enhanced. • I can determine and include an appropriate multimedia component or visual display to enhance my main ideas or themes. • I can identify various reasons for speaking. • I can adapt speech for various tasks or situations. • I can compose a formal speech that demonstrates a command of grade 5 Language standards.