Grade 5 Reading and Literature Objectives

STATE GOAL 1: Reading with understanding and fluency.

1A. Apply word analysis and vocabulary skills to comprehend selections.

1.A.2a Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.
1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries, and thesauruses.

The student will be able to...
- Use knowledge of common word roots, prefixes, and suffixes.
- Identify and use common homophones and homonyms in context.
- Use knowledge of synonyms and/or antonyms to construct meaning.
- Use resources such a dictionary, thesaurus and applicable technology to expand understanding of text.
- Identify and interpret common idioms, analogies, metaphors and similes.
- Determine the meaning of unfamiliar words in text by using prior knowledge.
- Interpret the meaning of unknown words by using clues found within the word, sentence, and/or passage.

1B. Apply Reading Strategies to improve understanding and fluency.

1.B.2a Establish purpose for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.
1.B.2b Identify structure (e.g. description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.
1.B.2c Continuously check and clarify for understanding (e.g. in addition to previous skills, clarify terminology, seek additional information).
1.B.2d Read age-appropriate material aloud with fluency and accuracy.

The student will be able to...
- Establish a purpose for reading.
- Make inferences before, during, and after to extend ideas beyond the text.
- Use text features along with prior knowledge to make and evaluate predictions.
- Use a variety of strategies to connect important ideas in text to prior knowledge.
- Determine author’s intent: inform, entertain, persuade.
- Explain cause/effect relationship in text.
- Analyze structure of text to improve comprehension.
- Demonstrate understanding of structure through the use of graphic organizers and outlines.
- Evaluate fact, opinion and bias.
- Evaluate and discuss major types of nonfiction.
- Use context clues to clarify understanding.
- Identify main idea and supporting details.
- Restate key ideas.
- Use text structure to improve comprehension.
- Paraphrase/summarize information in a text.
- Clarify and extend ideas through discussions and activities.
1C. Comprehend a broad range of reading materials.

1.C.2a Use information to form and refine questions and predictions.
1.C.2b Make and support inferences and form interpretations about main themes and topics.
1.C.2c Compare and contrast the content and organization of selections.
1.C.2d Summarize and make generalizations from content and relate to purpose of material.
1.C.2e Explain how authors and illustrators use text and art to express their ideas (e.g. points of view, design hues, metaphor).
1.C.2f Connect information presented in tables, maps, and charts to printed or electronic text.

The student will be able to...
- Use information in text to form and refine questions, predictions, and hypotheses.
- Use information to generate questions that reflect inference, analysis, synthesis, and evaluation.
- Use information in text to modify predictions and questions.
- Evaluate important themes and topics by using accurate interpretations of text.
- Compare and contrast themes, topics, and story elements of various texts.
- Make generalizations based on relevant information from text.
- Use main idea and supporting details to summarize text.
- Generate a cohesive, extended written response to text.
- Interpret how illustrators reflect, interpret, and enhance the text.
- Interpret meaning in poetry.
- Identify and utilize text features in textbooks and other nonfiction text.
- Apply survey strategies for non-fiction reading.
- Identify examples of cultural styles in art to enhance meaning and comprehension.
- Discuss how rhythm and rhyme affect meaning.
- Use information from tables, maps, visual aids, and charts to enhance understanding of text.
- Use available electronic literary forms.
- Demonstrate understanding of structure through the use of graphic organizers and outlines.

STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

2A. Understand how literary elements and techniques are used to convey meaning.

2.A.2a Identify literary elements and literary techniques (e.g. characterization, use of narration, use of dialogue) in a variety of literary works.
2.A.2b Describe how literary elements (e.g. theme, character, setting, plot, tone, conflict) are used in literature to create meaning.
2.A.2c Identify definitive features of literary forms (e.g. realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms).

The student will be able to...
- Recognize common literary devices such as flashbacks and foreshadowing.
- Predict how the story might be different if the author changed literary techniques.
- Classify types of expository text structures.
- Discuss and analyze the plot and subplot.
• Explain how a technique or element affects the events or characterize literary work such as dialogue
• Identify literary elements and techniques in literary genres and tell how they affect the story

2B. Read and interpret a variety of literary works.

2.B.2a Respond to literary material by making inferences, drawing conclusions and comparing to their own experience, prior knowledge and other texts.
2.B.2b Identify and explain themes that have been explored in literature from different societies and eras.
2.B.2c Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.

The student will be able to...
• Form conclusions by synthesizing key points and supporting details
• Critique text using personal reflections and response
• Analyze and utilize poetic devices to enhance understanding.
• Classify and discuss major types of fiction such as tall tales, fantasy, realistic fiction, and historical fiction
• Make text to text, text to self and text to world connections.
• Support an interpretation by citing the text
• Identify and explain common themes from different works.
• Compare ideas from texts representing a variety of times and cultures.

STATE GOAL 3: Write to communicate for a variety of purposes.

3A. Use correct grammar, spelling, punctuation, capitalization and structure.

3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the use of the eight parts of speech; and accurate spelling, capitalization and punctuation.

Students will be able to:
• Use a variety of sentence structures to engage the reader.
• Develop multi-paragraph compositions that include first and second level support and conclusion.
• Use the semicolon to create compound sentences.
• Use commas with introductory phrases and clauses in complex sentences.
• Use quotation marks and appropriate punctuation in interrupted quotations.
• Spell district sight words correctly.
• Use homonyms and homophones correctly in writing.
• Use verbs, nouns, adverbs, adjectives, interjections, prepositions, pronouns, and conjunctions appropriately in writing.
• Proof read for correct English conventions.
• Write legibly with upper and lowercase D'Nealian cursive letter formation.

3B. Compose well-organized and coherent writing for specific purposes and audiences.

3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping outlining, drafting).
Grade 5 Learner Objectives

3.B.2b Establish central idea, organization, elaboration and unity in relation to purpose and audience.
3.B.2c Expand ideas by using modifiers, subordination and standard paragraph organization.
3.B.2d Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.

Students will be able to:

- Use a variety of prewriting strategies (e.g., webbing, brainstorming, listing, note taking, outlining, drafting, graphic organizers, technology tools) to generate a topic and organize ideas.
- Set the purpose of the composition through a thematic introduction or specific preview.
- Write using organization, support, and elaboration that demonstrates coherence.
- Identify the purpose for writing and choose the appropriate form (narrative, expository, or persuasive).
- Communicate in various forms of creative writing.
- Elaborate and support written content with facts, details, anecdotes, descriptions, using voice and elaboration.
- Use rich descriptive figurative language.
- Recognize redundancy and replace with more descriptive terms.
- Identify and use appropriate transitional words and phrases throughout paragraphs.
- Revise and edit documents for traits of quality writing (e.g., ideas, organization, word choice, voice, sentence fluency, conventions and presentation).
- Use organizational patterns (e.g. sequence, cause/effect, compare/contrast).
- Select and apply an effective publication form.
- Compose an expository, persuasive, and narrative essay.

3C. Communicate ideas in writing to accomplish a variety of purposes.

3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).
3.C.2b Produce and format compositions for specified audiences using available technology.

Students will be able to:

- Choose and use the appropriate writing form such as narrative, expository, and persuasive for a given purpose (reports, essays, research, autobiographies, persuasive letters, advertisements, etc.)
- Communicate in various forms of creative writing such as journals, stories, friendly letters, poetry, etc.…. 
- Maintain the use of focus, organization, and voice in compositions.
- Use available technology to produce and format compositions.
- Compose a multi-paragraph piece which presents one position of an issue that offers sufficient support.
STATE GOAL 4: *Listen and speak effectively in a variety of situations.*

4A. Listen effectively in formal and informal situations.

4.A.2a Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.
4.A.2b Ask and respond to questions related to oral presentations and messages in small and large group settings.
4.A.2c Restate and carry out a variety of oral instructions.

Students will be able to:

- Paraphrase and summarize the content from information that is given orally
- Formulate relevant questions and answers in small and large group settings.
- Listen to others with courtesy and respect for others’ points of view.
- Paraphrase or repeat and carry out multi-step directions.

4B. Speak effectively using language appropriate to the situation and audience.

4.B.2a Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.
4.B.2b Use speaking skills and procedures to participate in group discussions.
4.B.2c Identify methods to manage or overcome communication anxiety and apprehension (e.g., topic outlines, repetitive practice).

Students will be able to:

- Know the audience and prepare appropriate presentations.
- Present reports using language that is clear, audible, and engaging.
- Prepare, practice, and present oral reports using verbal and non-verbal communication.
- Identify methods to manage communication anxiety.

STATE GOAL 5: *Use the language arts to acquire, assess and communicate information.*

5A. Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

5.A.2a Formulate questions and construct a basic research plan.
5.A.2b Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web-sites, CD/ROMs).

Students will be able to:

- Formulate questions to construct a research plan.
- Use a variety of sources such as reference books, newspapers, magazines, encyclopedia, interviews, and available technology to collect and organize information relevant to a topic.
5B. Analyze and evaluate information acquired from various sources.

5.B.2a Determine the accuracy, currency and reliability of materials from various sources.
5.B.2b Cite sources used.

Students will be able to:
- Evaluate relevancy from a variety of sources.
- Prepare a simple bibliography (include: title, author, copyright, and publisher).

5C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

5.C.2a Create a variety of print and nonprint documents to communicate acquired information for specific audiences and purposes.
5.C.2b Prepare and deliver oral presentations based on inquiry or research.

Students will be able to:
- Use a variety of media to create print and non-print projects to communicate acquired information for specific audiences and purposes.
- Communicate information that was gathered through inquiry or research.
- Use available technology to design, produce, and present compositions and multimedia works.