Grade 5

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Subject	Grade	Strand	Standard	Benchmark

Grade 5: Reading Process

Phonics/Word Analysis		Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.
	The student will:	
LA.5.1.4.1	- understand spelling patterns;	
LA.5.1.4.2	- recognize structural analysis; and	
LA.5.1.4.3	- use language structure to read multi-syllabic words in text.	
English Language Proficiency Standards		
Beginning: The student will: - increase phonemic awareness by recognizing letter clusters and vowel patterns.	*Intermediate*: The student will: - apply phonics skills by using prefixes, suffixes and derivational endings to construct meaning from words in basic text.	*Advanced*: The student will: - apply knowledge of spelling patterns, structural analysis, and language structure by using prefixes, suffixes and derivational endings to construct meaning from words. - apply multi-syllabic decoding when reading words in a text.

Fluency		Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.
	The student will:	
LA.5.1.5.1	- demonstrate the ability to read grade level text; and	
LA.5.1.5.2	- adjust reading rate based on purpose, text difficulty, form, and style.	
English Language Proficiency Standards		
Beginning: The student will: -read basic text orally by matching pictures with sound (e.g. onomatopoeia - read simple phrases and/or basic text using phonemic awareness strategies.	*Intermediate*: The student will: -read basic text using phonemic awareness strategies and pre-reading activities, including reviews of grade level vocabulary. -recognize the purpose of basic text and other reading materials in an effort to adjust reading rate.	*Advanced*: The student will: - read grade level text orally in a manner that sounds like near-fluent speech (approximately 100 correct words per minute) - adjust reading rate to conform to purpose when introduced to various reading forms and difficulty.

Vocabulary Development	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.
	The student will:
LA.5.1.6.1	use new vocabulary that is introduced and taught directly;
LA.5.1.6.2	listen to, read, and discuss familiar and conceptually challenging text;
LA.5.1.6.3	use context clues to determine meanings of unfamiliar words;
LA.5.1.6.4	categorize key vocabulary and identify salient features;
LA.5.1.6.5	relate new vocabulary to familiar words;
LA.5.1.6.6	identify "shades of meaning" in related words (e.g., blaring, loud);
LA.5.1.6.7	use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;
LA.5.1.6.8	use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;
LA.5.1.6.9	determine the correct meaning of words with multiple meanings in context;
LA.5.1.6.10	determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
LA.5.1.6.11	use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.

English Language Proficiency Standards

Beginning: The student will:	Intermediate: The student will:	Advanced: The student will:
- develop basic vocabulary by listening to basic text and use newly acquired words in conversation. - discuss familiar and basic conceptual text by using simple words and phrases. - relate new vocabulary to familiar words. - identify the appropriate word with a corresponding picture. - recognize that meanings of words, pronunciation, parts of speech, etymologies, and alternate wood choices can be determined by using a dictionary, thesaurus, and/or digital tools. .	- develop new vocabulary by using words and phrases, both orally and graphically that is introduced and taught directly. - relate new vocabulary to familiar words. - recognize new vocabulary through context clues which help decipher multiple meanings in basic text. - apply beginning knowledge of antonyms, synonyms, homophones, homographs, common roots and affixes to determine meaning of new vocabulary. - recognize that meanings of words, pronunciation, parts of speech, etymologies, and alternate wood choices can be determined by using a dictionary, thesaurus, and/or digital tools.	- use new vocabulary, both orally and graphically that is introduced and taught directly. - categorize key vocabulary and relate new vocabulary to familiar words with similar origins or patterns. - apply knowledge of antonyms, synonyms, homophones, homographs, common roots and affixes to determine meaning of new vocabulary. - use context clues to determine the meaning of words with multiple meanings in basic texts. - determine meanings of words, pronunciation, parts of speech, etymologies, and alternate wood choices by using a dictionary, thesaurus, and/or digital tools. - recognize "shades of meaning" in related words.

Reading Comprehension		Standard: The student uses a variety of strategies to comprehend grade level text.
	The student will:	
LA.5.1.7.1	explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, and maps), use prior knowledge to make and confirm predictions, and establish a purpose for reading;	
LA.5.1.7.2	identify the author's purpose (e.g., to persuade, inform, entertain, explain) and how an author's perspective influences text;	
LA.5.1.7.3	determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;	
LA.5.1.7.4	identify cause-and-effect relationships in text;	
LA.5.1.7.5	identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;	
LA.5.1.7.6	identify themes or topics across a variety of fiction and non-fiction selections;	
LA.5.1.7.7	compare and contrast elements in multiple texts (e.g., setting, characters, problems); and	
LA.5.1.7.8	use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.	

English Language Proficiency Standards

Beginning: The student will:	Intermediate: The student will:	Advanced: The student will:
- understand and derive meaning from spoken and written language by using pictures and text about information in a read-aloud story. - recognize a variety of text structures, including things and ideas that are the same or different in a simple basic text by using pictures. - identify true or false statements in basic text rich in graphics, illustrations or simple sentences. - recognize relevant details in basic text through graphics, illustrations or visual aides. - develop strategies through context clues and illustrations to aid in comprehension.	- understand and derive meaning from spoken and written language by retelling a story from a grade level text, either orally or in a written form. - identify relevant details in basic text. - recognize basic text structures, including sequence of events and simple cause/effect relationships and realize how they impact the meaning in text. - identify themes and topics in texts by categorizing ideas into fact and fiction. - recognize the role literary elements (setting, characters, problems) play in comprehending basic text. - develop strategies, including rereading and checking context clues to clarify comprehension in basic text. - use self-monitoring tools, including predicting and questioning techniques, graphic and semantic organizers and note-taking to clarify basic text.	- determine the main idea or essential message and derive meaning from grade-level text by retelling a story orally and in a written form, through inference, summary or paraphrase. - Identify relevant details in basic text. - recognize a variety of text structures, including comparison/contrast, cause/effect, sequence of events and identify how they impact the meaning in text. - distinguish among fact, fiction, and opinion by identifying themes or topics in basic text - identify literary elements (setting, characters, problems) in basic and multiple texts. - develop internal strategies, including rereading, and checking context clues to clarify comprehension for grade-appropriate text. - use self-monitoring tools, including predicting and questioning techniques, graphic and semantic organizers, and note-taking to clarify basic text.

Grade 5: Literary Analysis

Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
	The student will:
LA.5.2.1.1	demonstrate knowledge of the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
LA.5.2.1.2	locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction;
LA.5.2.1.3	demonstrate how rhythm and repetition as well as descriptive and figurative language help to communicate meaning in a poem;
LA.5.2.1.4	identify an author's theme, and use details from the text to explain how the author developed that theme;
LA.5.2.1.5	demonstrate an understanding of a literary selection, and depending on the selection, include evidence from the text, personal experience, and comparison to other text/media;
LA.5.2.1.6	write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution;
LA.5.2.1.7	identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects;
LA.5.2.1.8	explain changes in the vocabulary and language patterns of literary texts written across historical periods; and
LA.5.2.1.9	use interest and recommendations of other to select a balance of age- and ability-appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.

English Language Proficiency Standards

Beginning: The student will:	*Intermediate*: The student will:	*Advanced*: The student will:
- identify the genres -stories by following teacher directed prompts, after teacher directed reading or telling of short stories, fables, poetry, dramatic literature or other forms of basic literature. - recognize the elements of the plot, setting, character development and problem/resolution orally and/or by acting out through puppetry, drawing, pointing to details or circling the basic characteristics or literary features after listening to a story - select age-appropriate reading material based on interest and recommendations -	- demonstrate an understanding of the basic characteristics or features of a literary form by drawing, acting-out, pointing, illustrating or circling the basic characteristics or features of a literary form. - describe and explain the elements of plot, setting, character development and problem/resolution orally, after a shared reading,. demonstrate how rhythm, repetition, and figurative language helps to communicate meaning in a poem and other forms of literature. Recognize the author's theme by using details from the text . select age-appropriate reading material based on interest and recommendations to expand knowledge necessary to function as a fully literate member of a shared culture.	- identify the purposes and characteristics of various genres (e.g. poetry, fiction, short story, dramatic literature).; - identify the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme. - describe and explain how an author's language choices help to develop mood and meaning by identifying examples of personification, similes, metaphors, and alliteration in-literature - demonstrate how rhythm, repetition, and figurative language helps to communicate meaning in a poem. - determine how the author developed the theme by using details from the text. - select age-appropriate reading material based on interest and recommendations to expand knowledge necessary to function as a fully literate member of a shared culture. -

Non-Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.

	The student will:
LA.5.2.2.1	- locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations);
LA.5.2.2.2	- use information from the text to answer questions related to explicitly stated main ideas or relevant details;
LA.5.2.2.3	- organize information to show understanding (i.e., representing main ideas within text through charting, mapping, paraphrasing, or summarizing);
LA.5.2.2.4	- identify the characteristics of a variety of types of text (e.g., reference, newspapers, practical/functional texts); and
LA.5.2.2.5	- use interest and recommendations of others to select a balance of age and ability appropriate non-fiction materials to read (e.g., biographies and topical areas, such as animals, science, history) to continue building a core foundation of knowledge.

English Language Proficiency Standards

Beginning: The student will:	Intermediate: The student will:	Advanced: The student will:
- obtain basic information from pictures, maps, signs, diagrams, tables, graphs, and schedules. (e.g. how to get from his or her home to the school using a map, student class schedules, etc.) - organize information based on purpose of the basic text.	- obtain appropriate information from indexes, tables of contents, and dictionary entries - use information from the text to answer simple questions that show understanding of main idea and relevant details - use graphic organizers, including charting,	- use information from the text to answer questions that show understanding of main idea and relevant details. - organize information by using graphic organizers, including charting, mapping, paraphrasing, and/or summarizing. - identify text purpose and the characteristics of various types of texts, including reference, newspapers, and practical/functional. - obtain appropriate information from indexes, tables of contents, and dictionary entries to aid in the reading process. - select age-appropriate non-fiction reading material based on interest and recommendations to continue building a core foundation of knowledge.

Grade 5: Writing Process

Pre-Writing	Standard: The student will use prewriting strategies to generate ideas and formulate a plan.
	The student will prewrite by:
LA.5.3.1.1	- generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material) based upon teacher-directed topics and personal interests;
LA.5.3.1.2	- determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and intended audience of a writing piece; and
LA.5.3.1.3	- organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses main idea, logical sequence, and the time needed to complete the task.

English Language Proficiency Standards		
Beginning: The student will prewrite by:	**Intermediate**: The student will prewrite by:	**Advanced**: The student will prewrite by:
- selecting illustrations that depict the main idea and the related details presented in a read-aloud story. - organizing ideas through brainstorming to make a plan for writing. - understanding the purpose for writing and the intended audience - illustrating a story or concept through storyboarding.	- generating a plan for the writing process based on personal experience and interest using multiple sources, including graphic organizers. - organizing the thought process through brainstorming, webbing, etc. to prioritize ideas and recognize time constraints. - determining the purpose for writing and understand how the intended audience affects the writing process.	- generating ideas and writing topics based on personal interest or teacher-directed subjects. - organizing the thought process through brainstorming, webbing, etc to prioritize ideas and recognize time constraints. - using multiple sources, including group discussion, graphic organizers, prior knowledge, etc to activate the writing process. - determining the purpose for writing and understand how the intended audience affects the writing process. -

Drafting	Standard: The student will write a draft appropriate to the topic, audience, and purpose.
	The student will draft writing by:
LA.5.3.2.1	- using a pre-writing plan to focus on the main idea with ample development of supporting details, elaborating on organized information using descriptive language, supporting details, and word choices appropriate to the selected tone and mood;
LA.5.3.2.2	- organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and
LA.5.3.2.3	- creating interesting leads by studying the leads of professional authors and experimenting with various types of leads (e.g., an astonishing fact, a dramatic scene).

English Language Proficiency Standards		
Beginning: The student will draft writing by:	**Intermediate**: The student will draft writing by:	**Advanced**: The student will draft writing by:
- filling in blanks of missing letters in words, or missing words in simple sentences to articulate complete words or sentences.	- writing simple sentences focusing on main idea which describe or provide facts and/or opinions in order to retell a complete story that includes a logical sequence of beginning, middle and end. - using cause/effect and sequencing transitions to organize information and enhance clarity. .	- using a pre-writing plan, focusing on main idea, which describes facts and/or opinions in a logical sequence. - including appropriate word choice in the writing sample and by providing supporting details containing descriptive language and elaboration. - using cause/effect and sequencing transitions to organization information and enhance clarity. - recognizing interesting leads of other authors which include beginning the writing process with an astonishing fact or dramatic scene and then experimenting with various types of leads.

Revising	Standard: The student will revise and refine the draft for clarity and effectiveness.
	The student will revise by:
LA.5.3.3.1	- evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
LA.5.3.3.2	- creating clarity and logic by deleting extraneous or repetitious information and tightening plot or central idea through the use of sequential organization, appropriate transitional phrases, and introductory phrases and clauses that vary rhythm and sentence structure;
LA.5.3.3.3	- creating precision and interest by expressing ideas vividly through varied language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and
LA.5.3.3.4	- applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

English Language Proficiency Standards

Beginning: The student will revise the draft by:	Intermediate: The student will revise the draft by:	Advanced: The student will revise the draft by:
- rearranging ideas and supporting details for a more logical coherence and time-order sequence orally. - understanding the use of reference materials, (e.g. dictionary, thesaurus) to modify word choices. - -applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).	-evaluating the draft for development of logical organization of ideas and content. - strengthening the central idea through the use of language techniques, including foreshadowing, simile, metaphors, etc. - tightening plot through sequential organization, and transitional and introductory phrases. - modifying word choices using resources and reference material - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).	- evaluating the draft for development of ideas and content, sequential organization, voice, point of view and word choice. - tightening plot or central idea through the use of foreshadowing and the use of spatial and sequential organization; - using introductory phrases and clauses to vary sentence structure and rhythm; and appropriate transitional phrases; - strengthening the central idea through the use of language techniques, including denotative or connotative language to reinforce tone or voice - studying professional writers' leads and experimenting with various types of leads (for example, an astonishing fact, an appropriate quotation, a dramatic scene). - modifying word choices using resources and reference materials. - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

Editing for Language Conventions	Standard: The student will edit and correct the draft for standard language conventions.
	The student edits writing for grammar and language conventions, including the correct use of:
LA.5.3.4.1	- spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;
LA.5.3.4.2	- capitalization, including literary titles, nationalities, ethnicities, languages, religions, geographic names and places;
LA.5.3.4.3	- punctuation, including commas in clauses, hyphens, and in cited sources, including quotations for exact words from sources;
LA.5.3.4.4	- the four basic parts of speech (nouns, verbs, adjectives, adverbs), and subjective, objective, and demonstrative pronouns and singular and plural possessives of nouns; and
LA.5.3.4.5	- subject/verb and noun/pronoun agreement in simple and compound sentences.

English Language Proficiency Standards

Beginning: The student will edit writing for the correct use of:	*Intermediate*: The student will edit writing for the correct use of:	*Advanced*: The student will edit writing for the correct use of:
- spelling, using basic spelling patterns and rules. - capitalization of proper nouns and beginning sentences. - basic punctuation, including simple commas and end punctuation.	- spelling, using spelling rules, orthographic patterns, knowledge of root words, prefixes, suffixes, knowledge of Greek and Latin root words. - capitalization, including proper nouns and beginning sentences. - punctuation, including commas in clauses and hyphens. - the four basic parts of speech, and subjective, objective, and demonstrative pronouns.	- spelling, using spelling rules, orthographic patterns, knowledge of root words, prefixes, suffixes, knowledge of Greek and Latin root words. - capitalization, including proper nouns and beginning sentences. - punctuation, including commas in clauses, hyphens, and in cited sources. - the four basic parts of speech, subjective, objective, and demonstrative pronouns and singular and plural possessives of nouns. - subject/verb and noun/pronoun agreement in simple sentences. - resource usage, including dictionaries, thesaurus and other reference materials.

Publishing	Standard: The student will write a final product for the intended audience.
	The student will:
LA.5.3.5.1	- prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
LA.5.3.5.2	- use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate; and
LA.5.3.5.3	- share the writing with the intended audience.

English Language Proficiency Standards		
Beginning: The student will:	**Intermediate**: The student will:	**Advanced**: The student will:
- produce final documents by illustration or by writing simple sentences regarding a topic or a theme, as prompted by the teacher using technology in a format appropriate to audience and purpose. - use elements of spacing to enhance the appearance of the document. - share the writing with the intended audience.	- produce a final writing product using technology in a format appropriate to audience and purpose. - use elements of spacing and design to enhance the appearance of the document. - share the writing with the intended audience.	- prepare a final written product using technology in a format appropriate to audience and purpose. - use elements of spacing and design to enhance the appearance of the document. - share the writing with the intended audience.

Grade 5: Writing Applications

Creative	Standard: The student develops and demonstrates creative writing.
	The student will:
LA.5.4.1.1	- write narratives that establish a situation and plot with rising action, conflict, and resolution; and
LA.5.4.1.2	- write a variety of expressive forms (e.g., fiction, short story, autobiography, science fiction, haiku) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification, hyperbole), rhythm, dialogue, characterization, plot, and/or appropriate format.

English Language Proficiency Standards		
Beginning: The student will:	**Intermediate**: The student will:	**Advanced**: The student will:
- write or illustrate basic narratives using simple plot and resolution. - recognize the use of figurative language in writing.	- write a simple narrative that establishes a situation and plot with conflict and resolution. - understand the use of figurative language in writing. - write a variety of expressive forms that includes simple figurative language to enhance writing.	- write narratives that establishes a situation and plot with conflict and resolution. - understand how the use of figurative language enhances writing. - write a variety of expressive forms that includes figurative language to enhance writing.

Informative	Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.
	The student will:
LA.5.4.2.1	- write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
LA.5.4.2.2	- record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate;
LA.5.4.2.3	- write informational/expository essays that state a thesis with a narrow focus, contain introductory, body, and concluding paragraphs;
LA.5.4.2.4	- write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and
LA.5.4.2.5	-write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.

English Language Proficiency Standards

Beginning: The student will:	Intermediate: The student will:	Advanced: The student will:
- write or illustrate directions, recipes procedures, etc. in a step-by-step process. - recognize and understand the use of visual aids to provide information. - record information related to a topic using charts, data table, maps and graphs. - write a simple letter for an intended purpose, including salutation, body, closing, and signature. -	- write in a variety of informational/expository forms, including step-by-step processes. - record and organize information related to a topic using visual aides, including charts, data tables, maps and graphs. - write a variety of communications, including friendly letters, thank-you notes, invitations, etc. intended for a specific audience for an intended purpose and includes date, proper salutation, body, closing and signature. - write directions of a known location using simple cardinal and ordinal directions and landmarks and create an accompanying map. - write informational or expository essays that contain introductory, body, and concluding paragraphs.	write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, assembly instructions. - record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate; - write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; - write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map. - write informational or expository essays that contain introductory, body and concluding paragraphs.

Persuasive	Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.

	The student will write persuasive text (e.g., essay, written communication) that:
LA.5.4.3.1	- establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and
LA.5.4.3.2	- includes persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole).

English Language Proficiency Standards		
Beginning: The student will : - write a persuasive text (e.g., essay, written communication) that recognizes a controlling idea and supporting arguments for the validity of a proposed idea in a variety of texts. - write a beginning persuasive text that include supporting arguments using simple vocabulary.	*Intermediate*: The student will: - write persuasive text (e.g., essay, written communication) that establishes and develops a simple controlling idea and includes supporting arguments for the validity of the proposed idea. - includes simple persuasive techniques, including word choice and repetition.	*Advanced*: The student will: - write persuasive text (e.g., essay, written communication) that establishes and develops a controlling idea and includes supporting arguments for the validity of the proposed idea with some evidence. - includes persuasive techniques (e.g., word choice, repetition, emotional appeal)

Grade 5: Communication

Penmanship	Standard: The student engages in the writing process and writes to communicate ideas and experiences.

LA.5.5.1.1	The student will demonstrate fluent and legible cursive writing skills.

English Language Proficiency Standards		
Beginning: The student will: - write letters, and sentences by copying letters and symbols of the alphabet.	*Intermediate*: The student will: - write in legible cursive by using letters to make words and sentences to communicate ideas and experiences.	*Advanced*: The student will: - write in legible cursive by using sentences and paragraphs to communicate ideas and experiences.

Listening and Speaking	Standard: The student effectively applies listening and speaking strategies.
	The student will:
LA.5.5.2.1	- listen and speak to gain and share information for a variety of purposes, including personal interviews, dramatic and poetic recitations, and formal presentations; and
LA.5.5.2.2	- make formal oral presentations for a variety of purposes and occasions, demonstrating appropriate language choices, body language, eye contact and the use of gestures, the use of supporting graphics (charts, illustrations, images, props), and available technologies.

English Language Proficiency Standards

Beginning: The student will:	Intermediate: The student will:	Advanced: The student will:
- follow directions from the teacher, demonstrate the ability to understand key points by drawing scenes or characters that match those in a teacher-read reading selection and briefly describes the drawings using key vocabulary. -- perform a simple task after teacher-directed instructions are given. - make simple oral presentations for a variety of purposes and occasions, demonstrating appropriate body language, eye contact, and gestures.	- perform a given task, such as following a recipe, constructing a craft, or playing a board game after teacher-directed instructions are given. - demonstrate the ability to understand key points and details by orally describing the events in a story, after listening to teacher read reading selections. - make basic formal and informal presentations for a variety of purposes and occasions, demonstrating appropriate body language eye contact, and gestures.	- perform a given task, such as following a recipe, constructing a craft, or playing a board game after teacher-directed instructions are given. - demonstrate the ability to understand key points and details by orally describing the events in a story, after listening to teacher-read reading selections,. - understand problem solving directions for a variety of informative purposes. - make formal and informal presentations for a variety of purposes and occasions, demonstrating appropriate body language, eye contact, and gestures.

Grade 5: Information and Media Literacy

Informational Text	Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.
LA.5.6.1.1	The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).
English Language Proficiency Standards	

Beginning: The student will:	Intermediate: The student will:	Advanced: The student will:
- recognize that various informational texts are used to relay information that is part of our day to day experiences.	- identify various informational texts that are used to relay information that is part of our day to day experiences.	- use prior knowledge to comprehend various informational texts that is part of our day to day experiences.

Media Literacy	Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.
	The student will:
LA.5.6.3.1	- examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda; and
LA.5.6.3.2	- use a variety of reliable media sources to gather information effectively and to transmit information to specific audiences.
English Language Proficiency Standards	

Beginning: The student will:	Intermediate: The student will:	Advanced: The student will:
- use different types of communication to transmit information that is appropriate to the specific audience and intended purpose. - understand that media literacy as a life skill is an integral part of informed decision making. -	- recognize the various media sources available to gather information effectively. - use different types of communication to transmit information that is appropriate to the specific audience and intended purpose. - understand that media literacy as a life skill is an integral part of informed decision making.	- compare the effectiveness of various media sources to gather information effectively. - use different types of communication to transmit information that is appropriate to the specific audience and intended purpose. - understand that media literacy as a life skill is an integral part of informed decision making

Technology	Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.
	The student will:
LA.5.6.4.1	- select and use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and
LA.5.6.4.2	- determine and use the appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic.

English Language Proficiency Standards

Beginning: The student will:	*Intermediate*: The student will:	*Advanced*: The student will:
- use age appropriate and effective keyboarding by using available multimedia resources, including reading software. - use interactive books that provides the opportunity to react to pictures, moving images or illustrations to improve reading skills. - obtain new information while interacting with the software; - communicate information by matching pictures with interactive technology.	- use age appropriate and effective keyboarding by using available multimedia resources, including reading software. - use interactive books that provides the opportunity to react to pictures, moving images or illustrations to improve reading skills. - obtain new information while interacting with the software and orally describe what was learned; - communicate information in visual formats by matching pictures of technological communication devices with their appropriate and customary uses and using it to communicate orally.	- develop the essential technology skills for using and understanding conventional and current tools, materials, and processes.