

## Eads Elementary School Reading/Writing Standards Fifth Grade

### READING/WRITING STANDARD #1

Students read and understand a variety of materials.

Ref.	Expectations	P	PP	IP	US
5-1a.	Monitor own comprehension and make modifications by rereading a portion, using reference aids, and using contextual information				
5-1b.	Identify supporting details and main idea				
<b>5-1c.</b>	<b>Summarize fiction and non-fiction</b>				
<b>5-1d.</b>	<b>Draw inferences using contextual clues</b>				
5-1e.	Selecting, using, monitoring, and reflecting upon appropriate strategies for different reading purposes				
5-1f.	Selecting appropriate definitions from the dictionary				
<b>5-1g.</b>	<b>Identify sequential order in expository text</b>				
<b>5-1h.</b>	<b>Locate and recall information in text with different structures (for example, cause and effect, enumeration, and time order)</b>				
<b>5-1i.</b>	<b>Comparing and contrasting different texts with similar themes or ideas</b>				
5-1j.	Using the pronunciation guide in the dictionary to correctly say unfamiliar words				
<b>5-1k.</b>	<b>Locate and paraphrase the key/main ideas in fiction and non-fiction</b>				
<b>5-1l.</b>	<b>Identify the meaning of unfamiliar words in context using word recognition skills and context clues</b>				

### READING/WRITING STANDARD #2

Students write and speak for a variety of purposes and audiences.

Ref.	Expectations	P	PP	IP	US
<b>5-2a.</b>	<b>Generate topics and develop ideas for a variety of writing and speaking purposes (for example, telling a story, publishing a class newsletter, writing a letter to an adult, writing a book report, creating a play, introducing a speaker or event)</b>				
<b>5-2b.</b>	<b>Organize writing so there is an introduction, logical arrangement of ideas, and a conclusion</b>				
<b>5-2c.</b>	<b>Select and use a variety of sentence structure</b>				
<b>5-2d.</b>	<b>Select and use clear and precise language</b>				
<b>5-2e.</b>	<b>Develop ideas and content with relevant details, supporting examples and/or reasons</b>				
<b>5-2f.</b>	<b>Use transitions to link ideas</b>				
<b>5-2g.</b>	<b>Plan, draft, revise and edit writing for a final copy</b>				
5-2h.	Revising drafts for a by adding, elaborating, deleting, combining, and rearranging text				
5-2i.	Create readable documents with legible handwriting or word processing at the appropriate time				

### READING/WRITING STANDARD #3

Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Ref.	Expectations	P	PP	IP	US
5-3a.	Employ and use standard English in writing, including subject-verb agreement and pronoun referents				
5-3b.	Identify noun and verb; subject and predicate				
5-3c.	Know and use correct pronoun case				
5-3d.	Know and use correct capitalization, punctuation, and abbreviations				
5-3e.	Use adjectives (comparative and superlative forms) and adverbs appropriately				
5-3f.	Write in complete sentences varying the types such as compound, complex, and using appropriately punctuated dependent clauses				
5-3g.	Know and use regular and irregular plurals correctly				
5-3h.	Identify and use correct spelling; spelling errors in writing do not impede communication				

### READING/WRITING STANDARD #4

Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Ref.	Expectations	P	PP	IP	US
5-4a.	Recognize an author's point of view				
5-4b.	Determine author's purpose				
5-4c.	Make predictions and draw conclusions about stories				
5-4d.	Differentiate between fact and opinion in written and spoken forms				
5-4e.	Use reading, writing, speaking and listening to define and solve problems				
5-4f.	Respond to written and oral presentations as a reader, listener, and articulate speaker				
5-4g.	Use listening skills to understand directions				
5-4h.	Recognize the text's main idea				

### READING/WRITING STANDARD #5

Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

Ref.	Expectations	P	PP	IP	US
5-5a.	Use organizational features of printed text (for example, page numbering, alphabetizing, glossaries, chapter heading, table of contents, indexes, captions) to locate information				
5-5b.	Recognize organizational features of electronic information to locate information				
5-5c.	Use organizational features of media or electronic information (for example, keyword searches and icons) to locate information				
5-5d.	Locate others' ideas, images, or information in a bibliography, works cited page, or text features (for example, quotations, italics, parentheses, and footnotes)				
5-5e.	Select information to support ideas and justify the selection				
5-5f.	Give credit for borrowed information by telling or listing sources				
5-5g.	Select appropriate definitions from the dictionary, glossaries, and other resources				
5-5h.	Take notes from relevant and authoritative sources (for example, guest speakers, periodicals, internet, encyclopedias)				
5-5i.	Organize prior knowledge about a topic in a variety of ways (for example, graphic organizer, Venn diagram, outline, etc.)				
5-5j.	Present information in various forms using available technology				
5-5k.	Frame questions to direct research				
5-5l.	Summarize and organize ideas gained from multiple sources in useful ways (for example, outlines, conceptual maps, timelines, journals)				
5-5m.	Evaluate own research and raise new questions for further investigation				

5-5n.	Follow accepted format for writing research				
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**READING/WRITING STANDARD #6**

Students read and recognize literature as a record of human experience.

Ref.	Expectations	P	PP	IP	US
5-6a.	<b>Read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading</b>				
5-6b.	<b>Identify characters, setting, problem/conflict, action/plot/event, resolution/solution, theme, and sequence in literature</b>				
5-6c.	Identify and analyze elements of plot and characterization				
5-6d.	<b>Read, respond to, and discuss literature as a way to explore the similarities and differences among stories and the way in which those stories reflect the ethnic background of the author and the culture in which they were written</b>				
5-6e.	Identify the sound of poetry, including alliteration, onomatopoeia, rhyme scheme, assonance, and consonance				
5-6f.	<b>Use knowledge of foreshadowing, metaphor, simile, and symbolism to understand the text</b>				
5-6g.	Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar				
5-6h.	Understand how figurative language supports meaning in given text				

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