

Crook County School District

5th Grade Literacy Curriculum Learning Targets

Writing

Ideas and Content

- Choose the form of writing that best suits the intended purpose (*Audience/purpose*).
- Focus on a central idea, excluding loosely related, extraneous, and repetitious information (*Main ideas*).
- Provide details and examples to support ideas. Provide transitions to link paragraphs (*Description/detail/transitions*).

Conventions

- Use knowledge of roots, bases, prefixes, and suffixes when spelling independently. Spell words with more than one acceptable spelling (*Spelling*).
- Ensure that verbs agree with their subjects. Correctly use verbs that are often misused (lie/lay), modifiers, and pronouns (*Grammar*).
- Correctly place commas and periods when writing dialogue. Use parentheses and colons appropriately (*Punctuation*).
- Use correct capitalization (*Capitalization*).
- Write legibly in cursive or manuscript. Read cursive fluently (*Handwriting/Concepts of Print*).

Voice

- Write for different purposes and audiences, adjusting tone and style as appropriate.

Organization

- Write multi-paragraph compositions that include an engaging introduction, details to support ideas, transitions to link paragraphs, and a summarizing conclusion (*Sentences/paragraphs*).
- Present important ideas using organizational structures such as sequential/chronological order, cause/effect, or similarity/difference (*Sequence/Beginning, Middle, End*).

Word Choice

- Use a variety of descriptive words, demonstrating awareness of impact on audience.

Sentence Fluency

- Use simple, compound, and complex sentences. Enhances flow and rhythm by using prepositional phrases, appositives, main and subordinate clauses.

Modes

- Write fictional narratives that include an established plot, point of view, setting, conflict, and resolution. Show through description rather than tell (summarize) (*Narrative*).
- Write responses to literature that demonstrate understanding. Support interpretations using references and exhibit careful reading and understanding (*Expository*).
- Write research reports that use a variety of sources and frame the question that directed the investigation. Cite references appropriately (*Research Report*).
- Write persuasive compositions that state a clear position that is supported with relevant evidence (*Persuasive*).

The Writing Process

- Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, etc. (*Prewriting*).
- Discuss ideas for writing with other writers. Develop drafts alone and collaboratively (*Drafting*).
- Edit and proofread one's own writing, as well as that of others (*Editing*).
- Revise drafts to improve the meaning and focus of writing. Use a scoring guide to review, evaluate, and revise writing for meaning and clarity (*Revising*).

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Reading

Concepts of Print

- Previously mastered.

Phonemic Awareness

- Previously mastered.

Phonics, Decoding and Word Recognition

- Recognize an increasing bank of high frequency sight words.

Vocabulary

- Develop vocabulary through word study: word origins, less-common roots and word parts, synonyms/antonyms, homographs, and figurative expressions.
- Determine meaning of words using contextual and structural cues.
- Develop vocabulary through listening, discussion, and direct teaching of words in literary, informational, and content specific texts.
- Use *academic* vocabulary accurately across the subject areas.

Fluency

- Read aloud unpracticed grade level text at appropriate rate (125-150 wcpm) and pace to match purpose. Use expression and intonation that matches text.

Comprehension

- Summarize and sequence events, main ideas, supporting details, facts, plot, and influence of specific events on future actions.
- Demonstrate comprehension by answering to questions about the text. Support with literary evidence.
- Develop an interpretation of texts using a variety of skills such as predictions, varied connections, and questions/answers, etc. Support ideas with both explicitly stated and implied textual evidence.
- Evaluate new information using known information, literary elements/devices, and differentiate between different forms of literary and informational text. Support with textual evidence.
- Take part in creative response to text using specific features of words and fluency skills to enhance dramatization and oral presentations.

Read to Perform a Task

- Read and locate information in specialized materials and a variety of informational texts. Use structural features to strengthen comprehension.
- Read and follow multi-step directions for specific purposes.

Understanding & Using the Reading Process

- Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussion across multiple subject areas.
- Monitor comprehension and draw upon a variety of strategies as needed to strengthen understanding. Identify specific words that are causing comprehension difficulties.

Understanding & Using a Variety of Literary Forms and Genres

- Listen to, read, and respond to a wide variety of significant works of literature from a variety of cultures and time periods. Match reading to purpose.

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Speaking & Listening

Listening

- Ask relevant questions that seek information not already discussed.
- Follow detailed directions and instructions.
- Interpret and make inferences based on an oral report.

Analysis

- Identify and discuss the purpose and roles of media.

Speaking

- Organize information to support with evidence and examples to convey a clear message.
- Engage the audience with use of volume, pitch, phrasing, pace and modulation; facial expressions and gestures. Maintain good eye contact when speaking.
- Clarify and enhance oral presentations through the use of technical words that support clear understanding. Present with effective introductions and conclusions.
- Suggested Speech length: two-five minutes.