

DISTRICT 8 ESSENTIAL LEARNINGS: GRADE FIVE

STUDENTS WILL/I CAN...							
<u>READING GOALS</u>							
1	Read a variety of genres: Fiction/non-fiction. Identify characteristics of fiction: mysteries, poetry, legends, novels, historical fiction, science fiction, fables.						
2	Analyze the elements of the story: Setting, characters, events, rising action, problems, solution/resolution, and themes.						
3	Analyze characteristics of non-fiction (expository): headings, subheadings, graphics, tables, conventions of print.						
4	Adjust monitoring strategies to text form and purpose						
5	Monitor and use reading strategies for comprehension: rereading, self-questioning and use inferring, summarizing, visualize to comprehend what I am reading. Distinguish between cause/effect and fact/opinion.						
6	use meaning, structure and visual cues to solve unknown words						
7	Identify main ideas and identify and explore evidence that supports ideas.						
8	Determine word meanings of unfamiliar words by using word recognition strategies (origins, context clues).						
9	Make and defend my predictions.						
10	Ask questions and make text connections; eg. paraphrasing, highlighting.						
11	Choose "Just Right" books for independent reading						
12	Read fluently, clearly and accurately at an appropriate rate of expression.						
13	I can tell the purpose for reading: eg, information, entertainment, persuasion.						
<u>SPEAKING/LISTENING GOALS</u>							
1	Be an active listener and speaker in group discussions.						
2	Use supporting materials for topic development: eg, research, poetry, narrative.						
3	Use appropriate tone, emotion, verbal/non-verbal messages, facts, and opinions in presentations.						
4	Select ideas and organize information for an oral presentation. Use appropriate pitch, volume and tone.						
5	Explain how posture, eye contact, and articulation affects speakers and listeners.						
6	Communicate ideas and establish the tone by using clear and specific vocabulary.						

<u>WRITING GOALS</u>							
<u>Prewriting</u>							
1	Write for a purpose, consider my audience, choose a specific topic and an appropriate text form or presentation.						
2	Gather and organize my thoughts from what I know or from a variety of sources. Select a plan to organize my thoughts before writing, webbing, listing, graphic organizers, RAN, story map, etc.						
3	Use notetaking skills to gather information on a topic.						
<u>Drafting</u>							
4	Write a draft on a specific topic and include relevant details.						
5	Organize my writing (based on text form) including a beginning, middle and end in paragraph form.						
6	Convey personal style in my writing (voice).						
7	Use tools for writing: dictionary, word wall, classroom/library,thesaurus and spell check, etc.						
8	Spell grade appropriate words correctly. Attempt to spell longer, more complex words, using syllable, prefix, suffix and root words.						
9	Write complete sentences with capitals and correct punctuation; period, question mark, exclamation mark, comma, apostrophe, quotation marks and hyphenated words.						
10	Check my work for meaning and word order.						
11	Use parts of speech: proper/common nouns, pronouns, verbs, adverbs, adjectives and prepositional phrases.						
<u>Revising</u>							
12	Evaluate my work using a checklist or rubric with minimal support.						
13	Write longer, more detailed sentences, including , simple,compound and complex sentences and varying sentence beginnings.						
14	Use paragraphs to organize my writing into topic sentence, grouping ideas and a logical conclusion.						
15	Share my writing during conferences and make changes that reflect the comments made.						
16	Revise my draft for traits of writing using class created charts (from strategy/mini lessons).						
<u>Editing</u>							
17	Evaluate my work using a checklist or rubric.						
18	Use correct spelling; plurals (possessive,and irregular), using s,es,y-ies, "i before e" rule, contractions, homophones, antonyms, synonyms and compound words.						

