

# FIFTH GRADE LITERACY

*By the end of Fifth Grade a student will be able to*

## PHONICS/WORD STUDY

- Use a variety of decoding strategies including:
  - structural analysis (prefixes, suffixes, and root words)
  - syllabication
  - context clues

## VOCABULARY

- Develop vocabulary using the following strategies:
  - Infer word meaning from roots, prefixes, and suffixes
  - Use synonyms and antonyms to define words, recognize common words, and construct or make new words from roots, prefixes, and suffixes
  - Use context to determine the specific and implied meanings of words
  - Determine the meaning of a word in context when it has multiple meanings
  - Identify and interpreting common idioms, similes, analogies, and metaphors
  - Use graphic organizers (time lines, story maps, illustrations, etc.)

## FLUENCY

- Read grade level material with accuracy, expression and understanding
- Read 130 words per minute fluently using leveled reading materials

## COMPREHENSION

- Comprehend a wide variety of materials to:
  - make logical predictions and use information from the text to verify predictions
  - Connect important ideas in the text to previous knowledge/experiences and previously read text
  - Develop questions to deeper thinking before, during and after reading
  - Visualize to create mental images
  - Infer meanings not stated
  - Determine importance of information to develop critical literacy

- Synthesize information to extend new thinking
- Read informational (non-fiction) text to
  - determine the author's purpose
  - identify the main idea (even when not explicitly stated), supporting details and opinions
  - distinguish between cause-and-effect and fact and opinion
  - infer cause/effect relationships
  - identify key facts and information after reading two passages on the same topic
- Read fiction to
  - describe the theme
  - identify and describe the main problem/conflict of the plot, and explain how it is resolved
  - summarize the main points of the story
  - use information from the story to determine the cause of the character's actions
  - infer a character's traits and motives
  - compare/contrast the characters, themes, and problems/solutions in two stories
- Use graphic organizers to
  - summarize
  - make comparisons
  - present materials in charts, maps, graphs

## WRITING

- Prewriting strategies:
  - webbing
  - brainstorming
  - listing
  - note taking
  - outlining
  - graphic organizers
- Know the purpose of extended response to text and be able to
  - identify important information found explicitly and implicitly in the text
  - use information to interpret the text and make connections to other situations
- Know the purpose of narrative, expository, and persuasive writing and be able to:
  - support a main idea with a topic sentence at or near the beginning of the paragraph

- include supporting paragraphs with facts, details, and explanations
- use at least three details/examples (expository/narrative) to support the main idea
- present ideas in sequence and provide transitions to link paragraphs
- conclude with a paragraph that summarizes the main points
- use writing style that includes
  - appropriate word choice
  - variety of sentence structures, simple, compound and complex
- Revise for effective style and clarity of meaning
  - Ideas
  - Organization
  - Voice
  - Sentence fluency (including variety of use a writing style that includes: structure)
  - Word choices (rich and clarifying language)
- Edit for effective writing mechanics/conventions
  - Capitalization
  - Punctuation including use of commas
  - Spelling including correct spelling of previously taught words
  - Grammar and usage
  - Paragraphing