

FIFTH GRADE

It is expected that each child, by the end of fifth grade, will be able to do the following:

SPEAKING	LISTENING
<ul style="list-style-type: none"> • Speak respectfully in interactions with adults and peers using appropriate vocabulary, intonation, and eye contact • Use I-messages to resolve conflicts/present grievances • Speak using Standard English while respecting culturally diverse language patterns • Participate in class discussions in a variety of content areas • Share ideas, opinions, and information with a group, choosing content-appropriate vocabulary that communicates clearly, precisely, and effectively • Clarify and support spoken ideas with evidence, elaboration, and examples • Deliver speeches, demonstrating an ability to select a focus; organize the material; convey a point of view; emphasize the main ideas and concepts; use correct sentence structure and word choices; and utilize effective rate and volume • Support important aspects of speeches with detailed evidence, visuals, or media displays • Deliver responses to literature which demonstrate careful reading, understanding, and insight 	<ul style="list-style-type: none"> • Listen respectfully and attentively to peers and adults • Listen attentively and courteously to shared ideas, opinions, and information in a group situation • Listen attentively while being read to • Restate and execute multi-step oral instructions and directions • Ask questions that seek information not previously discussed • Take notes which list key points of an oral presentation • Make inferences or draw conclusions based on oral reports • Interpret speaker's message (verbal and non-verbal) and purposes • Identify media as information provider, entertainer, persuader, or transmitter of culture • Identify and analyze persuasive techniques used in oral presentations and media messages (i.e. generalities, logical fallacies, flattery, promises)

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SPEAKING	LISTENING
<ul style="list-style-type: none">• Make informative reports about a key idea, issue, or situation using framing questions that direct the investigation• Make presentations that speculate on causes and effects by describing the situation and establishing the connections between the postulated causes and effects• Share original stories that establish a situation, plot, point of view, setting, problem and/or conflict using descriptive language that "shows" as well as tells• Recite memorized poems or literary/Scriptural passages using appropriate intonation, volume, enunciation, and eye contact• Participate in dramatic activities such as role playing, improvisation, readers' theater, and choral reading	
READING	WRITING

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- Read for a variety of purposes, selecting independent reading material based on individual interests
- Read aloud from a variety of texts
- Read and identify as forms chosen by an author to accomplish a purpose, and analyze the characteristics of non-fiction, fiction, drama, and poetry
- Identify the distinguishing characteristics of historical fiction, realistic contemporary fiction, and mysteries, comparing a variety of works within each genre
- Read historical biographies and journals
- Read Scripture, identifying various literary styles (i.e. letters, psalms)
- Identify literary elements including character, setting, plot, conflict/resolution, and theme; locate examples in literary works; and explain how they contribute to the specific literature
- Identify literary devices and imagery in prose and poetry, including simile, onomatopoeia, alliteration, symbolism, personification, and metaphor; locate examples in literary works; and explain how they contribute to the specific literature
- Apply the knowledge that theme refers to the meaning of a selection, whether it is implied or stated

- Write for a variety of purposes (i.e. letters, poems, narratives, reports), choosing the appropriate form for writing purpose
- Write regularly and frequently in all content areas
- Use a process for composing which includes prewriting, drafting, revising, proofreading, and publishing
- Select a focus, organization, and point of view in written pieces that reflect purpose, audience, length, and format requirement
- Create multi-paragraph writings that present effective introductions and conclusions which guide and inform the reader's understanding of key ideas
- Create a clear, organizing structure that links paragraphs in ways that help the reader follow the line of thought (i.e. through use of transitional words)
- Write responses to literature that demonstrate an understanding of a literary work and support judgments through references to the text and prior knowledge
- Write specialized expository essays speculating on the causes and effects of situations by describing the situation, establishing the connection between the situation and its postulated causes, and offer simple, persuasive evidence for the validity of the proposed causes

READING

WRITING

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- Draw inferences, conclusions, or generalizations from text and support them with textual evidence and experience
- Relate literary themes to personal experience
- Relate literary themes to the Christian experience
- Recognize moral and ethical dilemmas faced by characters in literature
- Analyze stories of similar human experiences across cultures
- Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas
- Use several reading strategies to gain meaning including rereading, notetaking, journal responses, and summarizing
- Identify and use organizational structures such as compare/contrast, cause and effect, and chronological order to gain meaning from informational texts
- Understand and use various organizational features of a nonfiction text including table of contents, index, footnotes, end notes, and section headings
- Identify and analyze persuasive techniques used in journalistic and electronic text and in television (i.e. generalities, logical fallacies, flattery, promises)

- Write "showing" narrative accounts that establish a situation, plot, point of view, setting, and/or conflict
- Write research reports using framing questions to direct the investigation, developing the topic with simple facts, details, examples, and explanations
- Give credit for both quoted and paraphrased information used in research papers, using a consistent and sanctioned format and methodology for citation, generally Modern Language Association (MLA) documentation style in the humanities and American Psychological Association (APA) documentation style in the sciences
- Compile notes with some evidence of organizational pattern (i.e. graphic organizers, webs, outlines)
- Write poetry, experimenting with different forms
- Use newly acquired vocabulary in written expression
- Use specific details and choose exact verbs, nouns, and adjectives to paint a visual image in the mind of the reader
- Revise writing to improve mechanics and spelling
- Engage in peer editing by making useful suggestions to help other students with their writing (i.e. where more information is needed in an essay, what is not clear in the essay, how the mechanics can be improved)

READING

WRITING

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<ul style="list-style-type: none"> • Use appropriate reference material for class projects including dictionaries, encyclopedias, periodicals, subject books, on-line data bases, and Internet resources • Use organizational features of electronic text such as bulletin boards, database, keyword searches, and e-mail addresses to locate information • Use telecommunications to locate and correspond/ collaborate with peers and subject-matter experts involved in similar studies • Identify and use the structural features of newspapers and magazines to gain meaning from text • Interpret information from illustrations, maps, graphs, and charts • Acquire, comprehend, and use new vocabulary • Identify frequently used synonyms, antonyms, and homophones • Use school and public libraries to locate material for research and recreational reading 	<ul style="list-style-type: none"> • Revise and edit manuscripts by adding, deleting, and clarifying, and by rearranging words and sentences to improve the meaning and the focus of the written piece • Use rubrics to establish standards for quality and to evaluate written work • Write legibly in cursive and manuscript, taking care to distinguish between upper and lower case letters • Use expanded sentence structures such as compound elements (i.e. compound verbs) and introductory phrases and clauses • Identify and eliminate sentence fragments and run-ons • Identify and correctly use troublesome verbs (lay/lie, rise/raise), modifiers, nouns, and pronouns • Use appropriate punctuation including periods, commas, quotation marks, apostrophes, and colons that introduce a list • Use correct capitalization • Spell roots, prefixes, and suffixes correctly • Create documents using word processing skills and publishing programs
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READING	WRITING
	<ul style="list-style-type: none"> • Demonstrate responsible and ethical use of information

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resources and technology

- Use dictionary and spell check appropriately
- Begin to use simple databases and spreadsheets in addition to basic graphs and charts to manage information and create reports
- Create age-appropriate media productions for display or transmission of information (i.e. videotape, audiotape, multi-media computer presentations)