

Language Arts/English Curriculum

Grade 5

The language arts curriculum includes objectives that support students' development in the skills of reading, writing, and oral language. These skills are developed through direct instruction, modeling by teachers, and guided practice. Teachers plan a balance of learning experiences which build upon oral language and include fiction, informational text, and use of language arts skills in other content areas.



ELA.G5

Standard 1

LISTEN, DRAW CONCLUSIONS, ETC. IN GROUP ACTIVITIES

The student will listen, draw conclusions, and share responses in subject-related group learning activities.



Benchmark 1.a

Participate In and Contribute To Discussions Across Content Areas

The student will participate in and contribute to discussions across content areas.



Indicator 1.a.1

Ask, answer questions at appropriate times during group activities

Participate as informed contributors in group learning activities by asking and answering questions at appropriate times.



Indicator 1.a.2

Clarify confusing points in group learning activities

Participate as informed contributors in group learning activities by clarifying confusing points.



Indicator 1.a.3

Contribute appropriate reactions during reading, writing conferences

Contribute appropriate information, suggestions, reactions, or opinions during reading and writing conferences.



Indicator 1.a.4

Discuss own experiences as they relate to a topic of study

Discuss own experiences as they relate to a topic of study.



Indicator 1.a.5

Ask questions to investigate a topic of study

Ask questions to investigate a topic of study.



Indicator 1.a.6

Form predictions, conclusions, and opinions about content

Form predictions, conclusions, and opinions about content.



Indicator 1.a.7

Support conclusions and opinions with facts or personal experience

Support conclusions and opinions with facts or personal experience.



Indicator 1.a.8

Differentiate between fact and opinion in oral presentations

Differentiate between fact and opinion in oral presentations.

Indicator 1.a.9

 **Persuade others to modify their opinions**

Persuade others to modify their opinions.

 **Benchmark 1.b**
Organize Information to Present Reports of Group Activities

The student will organize information to present reports of group activities.

 **Indicator 1.b.1**
Listen for sequence of ideas in group learning activities

Participate as active listeners in group learning activities by listening for sequence of ideas.

 **Indicator 1.b.2**
Take notes in group learning activities


Participate as active listeners in group learning activities by taking notes.

 **Indicator 1.b.3**
Organize information from group discussion for presentation

Participate as informed contributors in group learning activities by organizing information from group discussion for presentation.

 **Indicator 1.b.4**
Prepare an outline for presentation in group learning activities

Participate as informed contributors in group learning activities by preparing an outline for presentation prior to delivery.

 **Indicator 1.b.5**
Work in small groups to gather info, prepare group presentations

Work in small groups to gather information and prepare group presentations.

 **Benchmark 1.c**
Summarize Information Gathered in Group Activities

The student will summarize information gathered in group activities.

 **Indicator 1.c.1**
Listen for main ideas in group learning activities

Participate as active listeners in group learning activities by listening for main ideas.

 **Indicator 1.c.2**
Summarize main ideas in group learning activities

Participate as informed contributors in group learning activities by summarizing main ideas.

 **Indicator 1.c.3**
Summarize a presentation orally prior to delivery

Participate as informed contributors in group learning activities by summarizing a presentation orally prior to delivery.

 **Benchmark 1.d**
Discuss What Has Been Read and Written

The student will discuss what has been read and written.

 **Indicator 1.d.1**

Share ideas and opinions about and reactions to literature*Share ideas and opinions about and reactions to literature.***Indicator 1.d.2****Recommend books to others***Recommend books to others.***Indicator 1.d.3****Consider solutions to problems encountered while reading, writing***Discuss problems encountered while reading and writing and consider possible solutions to these problems.***Indicator 1.d.4****Discuss lit that portrays different cultures, historical periods***Discuss literature that portrays different cultures or historical periods.***Indicator 1.d.5****Discuss criteria for identifying good literature***Discuss criteria for identifying good literature.***Indicator 1.d.6****Contribute ideas, suggestions during reading, writing conferences***Contribute appropriate ideas and suggestions during reading and writing conferences.***Indicator 1.d.7****Discuss characteristics of type of lit when planning reading, writing***Discuss the characteristics of a type of literature when planning for reading or writing.***ELA.G5****Standard 2****USE EFFECTIVE NONVERBAL COMMUNICATION SKILLS****The student will use effective nonverbal communication skills.****Benchmark 2.a****Maintain Eye Contact with Listeners***The student will maintain eye contact with listeners.***Indicator 2.a.1****Demonstrate appropriate eye contact with listeners***Demonstrate appropriate eye contact with listeners.***Benchmark 2.b****Use Gestures to Support, Accentuate, and Dramatize Verbal Message***The student will use gestures to support, accentuate, and dramatize verbal message.***Indicator 2.b.1****Use dramatic gestures to support, accentuate, or dramatize the message***Use dramatic gestures to support, accentuate, or dramatize the message.***Benchmark 2.c****Use Facial Expressions to Support and Dramatize Verbal Message**

The student will use facial expressions to support and dramatize verbal message.

**Indicator 2.c.1****Use appropriate facial expressions to accentuate presentations**

Use appropriate facial expressions to support, accentuate, or dramatize presentations.

**Indicator 2.c.2****Present information appropriately using voice intonation, etc.**

Present information appropriately using voice intonation and level, pace, rhythm, and timing.

**Benchmark 2.d****Use Posture Appropriate for Communication Setting**

The student will use posture appropriate for communication setting.

**Indicator 2.d.1****Use acceptable posture according to setting and audience**

Use acceptable posture according to the setting and the audience.

**ELA.G5****Standard 3****MAKE PLANNED ORAL PRESENTATIONS**

The student will make planned oral presentations.

**Benchmark 3.a****Determine Appropriate Content for Audience**

The student will determine appropriate content for audience.

**Indicator 3.a.1****Narrow the topic**

Narrow the topic.

**Indicator 3.a.2****Select info that develops topic and is appropriate for audience**

Select information that develops the topic and is appropriate for the audience.

**Indicator 3.a.3****Plan oral communication with an audience in mind**

Plan oral communication with an audience in mind.

**Benchmark 3.b****Organize Content Sequentially or Around Major Ideas**

The student will organize content sequentially or around major ideas.

**Indicator 3.b.1****Organize content sequentially, group together related information**

Organize content sequentially and group together related information.

**Benchmark 3.c****Summarize Main Points Before or After Presentation**

The student will summarize main points before or after presentation.



Indicator 3.c.1

Put summary info in order, provide overview of information

Put information in order, providing an overview of the information at the beginning or a summary of the information at the end.



Benchmark 3.d

Incorporate Visual Aids to Support the Presentation

The student will incorporate visual aids to support the presentation.



Indicator 3.d.1

Use visual aids to illustrate information

Use visual aids to illustrate information.



Benchmark 3.e

Use Grammatically Correct Language and Specific Vocabulary

The student will use grammatically correct language and specific vocabulary.



Indicator 3.e.1

Use grammatically correct language

Use grammatically correct language.



Indicator 3.e.2

Use specific vocabulary to enhance oral presentations

Use specific vocabulary to enhance oral presentations.



Benchmark 3.f

Make Oral Presentations

The student will make oral presentations.



Indicator 3.f.1

Participate in creative dramatics, choral reading, role-playing, etc.

Participate in creative dramatics, choral reading, role-playing, and original productions.



Indicator 3.f.2

Share a completed work by dramatic interpretations, etc.

Share a completed work by dramatic interpretations, reading student-published work, or making an oral presentation.



ELA.G5

Standard 4

READ FICTION AND NONFICTION WITH FLUENCY AND ACCURACY

The student will read fiction and nonfiction with fluency and accuracy.



Benchmark 4.a

Use Context to Clarify Meaning of Unfamiliar Words

The student will use context to clarify meaning of unfamiliar words.

**Indicator 4.a.1****Use context to infer the correct meanings of unfamiliar words**

Use context to infer the correct meanings of unfamiliar words.

**Indicator 4.a.2****Determine which meaning of word is appropriate for given situation**

Use word references and context clues to determine which meaning is appropriate in a given situation.

**Indicator 4.a.3****Develop understanding of new, interesting vocab from lit, study**

Develop understanding of new and interesting vocabulary from literature and content area study.

**Benchmark 4.b****Use Knowledge of Root Words, Prefixes, and Suffixes**

The student will use knowledge of root words, prefixes, and suffixes.

**Indicator 4.b.1****Apply knowledge of root words, prefixes, and suffixes**

Apply knowledge of root words, prefixes, and suffixes.

**Indicator 4.b.2****Continue to learn about Greek and Latin affixes**

Continue to learn about Greek and Latin affixes.

**Indicator 4.b.3****Understand how to use word parts to determine pronunciation**

Understand that often a word can be divided into root word, prefix, and suffix in order to determine its pronunciation.

**Indicator 4.b.4****Understand how a prefix changes the meaning of a root word**

Understand how a prefix changes the meaning of a root word.

**Indicator 4.b.5****Apply knowledge of affixes, such as dis-, ex-, non-, pre-, -ly, etc.**

Apply knowledge of affixes, such as dis-, ex-, non-, pre-, -ly, and -ness.

**Indicator 4.b.6****Apply knowledge of change in tense signified by inflected endings**

Apply knowledge of the change in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings.

**Indicator 4.b.7****Demonstrate an understanding of common prefixes**

Demonstrate an understanding of common prefixes such as un-, re-, dis-, pre-, and mis-.

**Indicator 4.b.8****Demonstrate an understanding of common suffixes**

Demonstrate an understanding of common suffixes such as -er, -y, -ful, -less, -est, and -ly.

**Benchmark 4.c****Use Dictionary, Glossary, Etc. and Other Word-Reference Materials**

The student will use dictionary, glossary, thesaurus, and other word-reference

materials.

**Indicator 4.c.1****Identify the most appropriate word-reference material**

Identify the word-reference materials, such as a dictionary, glossary, or thesaurus, that is most likely to contain the information needed.

**Indicator 4.c.2****Find synonyms for overused words**

Find synonyms for overused words.

**Indicator 4.c.3****Select and use appropriate references**

Select and use appropriate references, such as dictionaries, atlases, almanacs, encyclopedias, and thesauruses, including online, print, and media resources.

**Indicator 4.c.4****Decide on best resource for locating a given type of information**

Make decisions about which resource is best for locating a given type of information.

**Indicator 4.c.5****Retrieve information from electronic sources**

Retrieve information from electronic sources.

**Indicator 4.c.6****Use the Internet to find information on a given topic**

Use the Internet to find information on a given topic.

**Indicator 4.c.7****Alphabetize words to the second and third letter**

Alphabetize words to the second and third letter.

**Indicator 4.c.8****Locate words using first, second, and third letter**

Locate words using first, second, and third letter.

**Indicator 4.c.9****Locate guide words, definitions, etc. in dictionaries and indices**

Locate guide words, entry words, and definitions in dictionaries and indices.

**Benchmark 4.d****Read Familiar Text with Fluency, Accuracy, and Expression**

The student will read familiar text with fluency, accuracy, and expression.

**Indicator 4.d.1****Read familiar text with fluency, accuracy, and expression**

Read familiar text with fluency, accuracy, and expression.

**Benchmark 4.e****Monitor Reading and Apply Reading Strategies**

The student will monitor reading and apply reading strategies.

**Indicator 4.e.1**

Realize when understanding is not occurring

Realize when understanding is not occurring.

**Indicator 4.e.2****Discuss and apply strategies to solve problems when reading**

Discuss and apply strategies to solve problems when reading, such as: rereading, stopping and reviewing, thinking about what is already known about a topic, adjusting reading rate when necessary.

**Indicator 4.e.3****Describe strategies used to solve reading and writing problems**

Describe strategies used to solve reading and writing problems.

**Indicator 4.e.4****Return to text to verify and clarify information**

Return to text to verify and clarify information.

**Benchmark 4.f****Use Knowledge of Word Origins, Synonyms, Antonyms, and Homonyms**

The student will use knowledge of word origins, synonyms, antonyms, and homonyms.

**Indicator 4.f.1****Use knowledge of synonyms, antonyms to understand new words**

Use their knowledge of synonyms (words with like meanings) and antonyms (words with opposite meanings) to understand the meanings of unfamiliar words.

**Indicator 4.f.2****Derive word meaning using knowledge of homonyms/homophones**

Derive word meaning by using their knowledge of homonyms/homophones (words that are pronounced the same but are spelled differently and have different meanings), such as read/red, no/know, hear/here.

**Indicator 4.f.3****Use knowledge of word origins**

Use knowledge of word origins.

**Indicator 4.f.4****Supply synonyms and antonyms for a given word**

Supply synonyms and antonyms for a given word.

**Benchmark 4.g****Apply Meaning Clues, Language Structure, and Phonetic Strategies**

The student will apply meaning clues, language structure, and phonetic strategies.

**Indicator 4.g.1****Use knowledge of text form types to make predictions when reading**

Apply understanding of text structure to guide reading by making predictions based on knowledge of text form types such as narrative, informational, graphic, and functional.

**Indicator 4.g.2****Use knowledge of literary forms to make predictions when reading**

Apply understanding of text structure to guide reading by making predictions based on knowledge of literary forms, such as folktale, biography, and autobiography.

Indicator 4.g.3

**Apply phonetic strategies to make meaning from text**

Use surface features of text to make meaning from text by applying phonetic strategies.

**Indicator 4.g.4****Use punctuation indicators to make meaning from text**

Use surface features of text to make meaning from text by using punctuation indicators, such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession.

**Indicator 4.g.5****Apply knowledge of sentence structures to make meaning from text**

Use surface features of text to make meaning from text by applying knowledge of simple and compound sentence structures.

**Indicator 4.g.6****Use conventions of dialogue to make meaning from text**

Apply understanding of language structure to make meaning from text by using conventions of dialogue, such as quotation marks to indicate someone is saying something, indentation to show that the speaker has changed, and signal words like he said and she exclaimed.

**Indicator 4.g.7****Use knowledge of how ideas between sentences are connected**

Apply understanding of language structure to make meaning from text by using knowledge of how ideas are connected between sentences when one word is used in place of another, such as the use of a pronoun for a noun, the use of a general location word (such as here or there) for a specific location, and the use of a synonym for an earlier word (such as animal for dog).

**Indicator 4.g.8****Demonstrate an understanding of the meaning of a contraction**

Demonstrate an understanding of the meaning of a contraction.

**Indicator 4.g.9****Demonstrate understanding of apostrophes for singular possessive**

Demonstrate an understanding of what the apostrophe signifies in singular possessive words (e.g., Mary's).

**Indicator 4.g.10****Identify simple abbreviations**

Identify simple abbreviations, including those for titles (E.g., Mr., Mrs., Ms., and Dr.) calendar words (e.g. Jan., Feb., Mon., Tues.) and address words (e.g., St., Rd.).

**ELA.G5****Standard 5****READ AND DEMONSTRATE COMPREHENSION OF FICTION**

The student will read and demonstrate comprehension of fiction.

**Benchmark 5.a****Describe Relationship Between Text and Previously Read Materials**

The student will describe the relationship between text and previously read materials.

**Indicator 5.a.1****Discuss similarities, differences between text and previous texts**

Discuss the similarities and differences between a text and previously read materials.

**Indicator 5.a.2****Compare and contrast settings, characters, and events**

Compare and contrast settings, characters, and events.



Indicator 5.a.3

Make connections between what is known and what is heard

Make connections between what is already known and what is heard, read, or viewed.



Indicator 5.a.4

Compare and contrast stories, articles, and textbook selections

Compare and contrast stories, articles, and textbook selections.



Benchmark 5.b

Describe Character Development in Fiction and Poetry Selections

The student will describe character development in fiction and poetry selections.



Indicator 5.b.1

Understand that characters are developed directly and indirectly

Understand that characters are developed by what is directly stated in the text, their speech and actions, and what other characters in the story say or think about them.



Indicator 5.b.2

Understand that characters change/stay the same during stories

Understand that some characters change during the story or poem and some characters stay the same.



Indicator 5.b.3

Describe a character's traits, feelings, etc. as presented in a story

Describe a character's traits, feelings, and actions as presented in a story.



Indicator 5.b.4

Compare two characters within or between selections

Compare two characters within a selection or between/among two or more selections.



Indicator 5.b.5

Make generalizations about a character based on responses, etc.

Make generalizations about a character based on that character's response to a problem, the character's goal, and what the character says to other characters.



Indicator 5.b.6

Support generalizations about characters with specific details

Support with specific details generalizations about characters from a selection.



Indicator 5.b.7

Apply knowledge of characterization using similarities/differences

Apply knowledge of characterization by identifying how the attributes of one character are similar to or different from those of another character.



Benchmark 5.c

Describe Plot Development and Explain Conflict Resolution















The student will describe the development of plot and explain how conflicts are resolved.



Indicator 5.c.1

Understand that main character will have problem with resolution

Understand that the main character has a problem that usually gets resolved.

-  **Indicator 5.c.2**
Identify the problem of the plot
Identify the problem of the plot.
-  **Indicator 5.c.3**
Understand that plot is developed through a series of events
Understand that plot is developed through a series of events.
-  **Indicator 5.c.4**
Identify the events in sequence that lead to resolution of conflict
Identify the events in sequence that lead to resolution of the conflict.
-  **Indicator 5.c.5**
Develop understanding of interrelationships of story elements
Develop an understanding of the interrelationships of characters, plot, and setting.
-  **Indicator 5.c.6**
Identify major events and supporting details
Identify major events and supporting details.
-  **Indicator 5.c.7**
Discuss character, plot development and how they support story line
Discuss character and plot development and how they support the story line.
-  **Indicator 5.c.8**
Identify the problem and solution presented in a story
Identify the problem and solution presented in a story.
-  **Indicator 5.c.9**
Identify the main idea
Identify the main idea.
-  **Indicator 5.c.10**
Describe the setting and important events of a story
Describe the setting and important events of a story.
-  **Indicator 5.c.11**
Understand basic plots of fairy tales, myths, fables, etc.
Understand the basic plots of fairy tales, myths, folktales, legends, and fables.
-  **Indicator 5.c.12**
Summarize major points found in fiction materials
Summarize major points found in fiction materials.
-  **Indicator 5.c.13**
Draw a conclusion about a character and/or the plot from a selection
Draw a conclusion about a character and/or the plot from a selection.
-  **Indicator 5.c.14**
Apply knowledge of setting using supporting details from text
Apply knowledge of setting by identifying the time and place of a story, using supporting details from the text.
-  **Indicator 5.c.15**
Apply knowledge of setting by identifying similarities/differences
Apply knowledge of setting by identifying the details that make two settings similar or different.

**Indicator 5.c.16****Compare and contrast settings, characters, and events**

Compare and contrast settings, characters, and events.

**Benchmark 5.d****Describe Characteristics of Free Verse, Rhymed, Patterned Poetry**

The student will describe the characteristics of free verse, rhymed, and patterned poetry.

**Indicator 5.d.1****Identify characteristics of free verse, rhymed and patterned poetry**

Identify the characteristics of free verse (poetry with neither regular meter nor rhyme scheme), rhymed poetry, and patterned poetry.

**Indicator 5.d.2****Discuss poetic sound devices such as alliteration, repetition, etc.**

Discuss poetic sound devices such as alliteration, onomatopoeia, repetition, and rhyme schemes.

**Benchmark 5.e****Describe Impact of Author's Choice of Vocabulary and Style**

The student will describe how an author's choice of vocabulary and style contributes to the quality and enjoyment of selections.

**Indicator 5.e.1****Discuss why an author might have used particular words, phrases**

Discuss why an author might have used particular words and phrases.

**Indicator 5.e.2****Discuss and respond to author's craft such as use of fact, leads, etc.**

Discuss and respond to author's craft such as use of fact, opinion, leads, endings, dialogue, and formal and informal language.

**Indicator 5.e.3****Discuss figurative language to extend comprehension**

Discuss figurative language such as similes, metaphors, and idioms to extend understanding of what was read.

**Indicator 5.e.4****Identify sensory words, describe how they make reader feel**

Identify sensory words that describe sights, sounds, smells, and tastes, and describe how they make the reader feel.

**Benchmark 5.f****Ask and Answer Questions and Make Predictions About Fiction**

The student will ask and answer questions and make predictions about fiction.

**Indicator 5.f.1****Gain meaning of reading by asking, answering questions to clarify**

Gain meaning before, during, and after reading by asking and answering questions to clarify meaning.

**Indicator 5.f.2**

Gain meaning of reading by making inferences to answer questions

Gain meaning before, during, and after reading by understanding that the answers to some questions must be inferred from the reader's background experiences and knowledge.

**Indicator 5.f.3****Understand that some questions are answered directly in the text**

Gain meaning before, during, and after reading by understanding that some questions are answered directly in the text.

**Indicator 5.f.4****Gain meaning of reading by making predictions**

Gain meaning before, during, and after reading by asking and answering questions to predict what will happen next.

**Indicator 5.f.5****Support predictions by using own experiences and knowledge**

Use specific details to make, justify, and modify predictions by identifying details from their own experiences and knowledge that supports their predictions.

**Indicator 5.f.6****Support, contradict predictions using information from text**

Use specific details to make, justify, and modify predictions by identifying information from the text that supports or contradicts a prediction.

**Indicator 5.f.7****Revise predictions based on new understandings**

Use specific details to make, justify, and modify predictions by revising predictions based on new understandings.

**Benchmark 5.g****Set a Purpose for Reading**

The student will set a purpose for reading.

**Indicator 5.g.1****Read for a specific purpose**

Read for a specific purpose.

**Indicator 5.g.2****Locate specific information in a reading selection**

Locate specific information in a reading selection.

**Indicator 5.g.3****Use text formats to preview and set a purpose for reading**

Use text formats such as the following to preview and set a purpose for reading:

- *poetry features, such as lines and stanzas*
- *content text features, such as headings and chapter layout by topic*
- *specialized type, such as bold face and italics*
- *visually and graphically represented information, such as charts, graphs, graphic organizers, pictures, and photographs*

**Benchmark 5.h****Compare Fact, Fantasy in Historical Fiction with Other Literature**

The student will compare the use of fact and fantasy in historical fiction with other forms of literature.

**Indicator 5.h.1****Compare fact, fantasy in historical fiction with other forms of lit.**

Compare the use of fact and fantasy in historical fiction with the use of fact and fantasy in other forms of literature.

**Indicator 5.h.2****Identify the facts contained in a piece of historical fiction**

Identify the facts contained in a piece of historical fiction.

**Indicator 5.h.3****Understand that historical fiction is a story based on facts**

Understand that historical fiction is a story based on facts.

**Indicator 5.h.4****Identify the characteristics of historical and realistic fiction**

Identify the characteristics of historical and realistic fiction.

**Benchmark 5.i****Explain the Author's Purpose**

The student will explain the author's purpose.

**Indicator 5.i.1****Explain why the author wrote the piece (identify purpose)**

Explain why the author wrote the piece (identify purpose), e.g., to entertain, inform, or persuade.

**Indicator 5.i.2****Find words or sentences that help identify the author's purpose**

Find words or sentences that help identify the author's purpose.

**Indicator 5.i.3****Find setting details that help identify the author's purpose**

Find setting details and other information that help identify the author's purpose.

**ELA.G5****Standard 6****READ AND DEMONSTRATE COMPREHENSION OF NONFICTION**

The student will read and demonstrate comprehension of nonfiction.

**Benchmark 6.a****Use Text Organizers to Predict and Categorize Information**

The student will use text organizers, such as type, headings, and graphics, to predict and categorize information.

**Indicator 6.a.1****Apply prior knowledge to make predictions**

Apply prior knowledge to make predictions.

**Indicator 6.a.2****Use text in special type to predict and categorize information**

Use text set in special type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information.

Indicator 6.a.3

**Identify specific information in text that supports predictions**

Identify specific information in text that supports predictions.

**Indicator 6.a.4****Understand how text features make info accessible and usable**

Understand how text features (e.g. formatting, graphics, diagrams, illustrations, charts, maps) make information accessible and usable.

**Indicator 6.a.5****Interpret info found in maps, charts, diagrams, graphs, etc.**

Interpret information found in maps, charts, diagrams, graphs, time lines, and tables.

**Indicator 6.a.6****Interpret info presented in bar graphs, charts, and pictographs**

Interpret information presented in bar graphs, charts, and pictographs.

**Indicator 6.a.7****Interpret pictures, diagrams, and tables**

Interpret pictures, diagrams, and tables.

**Benchmark 6.b****Identify Structural Patterns Found in Nonfiction**

The student will identify structural patterns found in nonfiction.

**Indicator 6.b.1****Identify structural and organizational patterns**

Identify structural and organizational patterns such as cause-and-effect, comparison/contrast, and chronological order.

**Indicator 6.b.2****Determine the sequence of ideas, events, or directions**

Determine the sequence of ideas, events, or directions.

**Indicator 6.b.3****Make meaning from text by using signal words of time sequence**

Apply understanding of language structure to make meaning from text by using signal words of time sequence, such as first, second, next, later, after, and finally.

**Indicator 6.b.4****Know similarities/differences of autobiography and biography**

Know the shared and distinguishing characteristics of autobiography and biography.

**Indicator 6.b.5****Use graphic organizers to organize information**

Organize, using graphic organizers such as a Venn diagram or time line, information by chronological sequence, by cause-effect relationship, and through comparing and contrasting.

**Benchmark 6.c****Locate Info to Support Opinions, Predictions, and Conclusions**

The student will locate information to support opinions, predictions, and conclusions.

**Indicator 6.c.1****Distinguish between fact and opinion**

Distinguish between fact and opinion.

**Indicator 6.c.2****Form opinions and draw conclusions from the selection**

Form opinions and draw conclusions from the selection.

**Indicator 6.c.3****Locate details to support opinions, predictions, and conclusions**

Locate details to support opinions, predictions, and conclusions.

**Indicator 6.c.4****Draw conclusions from what they have read**

Draw conclusions from what they have read.

**Indicator 6.c.5****Combine info from various places in the text to draw a conclusion**

Combine information from various places in the text to draw a conclusion.

**Indicator 6.c.6****Make simple inferences, using information from the text**

Make simple inferences, using information from the text.

**Benchmark 6.d****Identify Cause-And-Effect Relationships**

The student will identify cause-and-effect relationships.

**Indicator 6.d.1****Apply understanding of text structure in functional texts**

Apply understanding of text structure to guide reading by identifying sequence and cause and effect relationship of information in functional texts, such as recipes and other sets of direction.

**Indicator 6.d.2****Make meaning from text by using signal words of cause-effect**

Apply understanding of language structure to make meaning from text by using signal words of cause-effect, such as because, if...then, when...then.

**Benchmark 6.e****Identify Compare-And-Contrast Relationships**

The student will identify compare-and-contrast relationships.

**Indicator 6.e.1****Make meaning from text by using signal words of compare-contrast**

Apply understanding of language structure to make meaning from text by using signal words of compare-contrast, such as like, unlike, different, and same.

**Benchmark 6.f****Skim Materials to Develop Overview and to Locate Specific Info**

The student will skim materials to develop a general overview of content and to locate specific information.

**Indicator 6.f.1****Skim materials to develop overview or to locate specific info**

Skim materials to develop a general overview or to locate specific information.

**Indicator 6.f.2****Locate titles and page numbers, using a table of contents**

Locate titles and page numbers, using a table of contents.

**Indicator 6.f.3****Use a table of contents to locate information in content- area books**

Use a table of contents to locate information in content- area books.

**Benchmark 6.g****Identify New Information Gained from Reading**

The student will identify new information gained from reading.

**Indicator 6.g.1****Read nonfiction print/books that reflect Virginia SOL's in four core**

Read nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.

**Indicator 6.g.2****Identify new information learned from reading**

Identify new information learned from reading.

**Indicator 6.g.3****Discuss facts found in biographies, historical fiction, etc.**

Discuss facts found in biographies, historical fiction, and informational text.

**Indicator 6.g.4****State in their own words the main idea of a nonfiction selection**

State in their own words the main idea of a nonfiction selection.

**Indicator 6.g.5****Summarize what they have read**

Summarize what they have read.

**Indicator 6.g.6****Identify details that support the main idea of a nonfiction selection**

Identify details that support the main idea of a nonfiction selection.

**Indicator 6.g.7****Use a variety of tools to summarize text**

Identify the important information and provide supporting details for each important idea in a selection to summarize the text by using tools such as graphic organizers, outlining, and notes.

**Benchmark 6.h****Ask and Answer Questions About Nonfiction**

The student will ask and answer questions about nonfiction.

**Indicator 6.h.1****Ask, answer questions throughout reading to gain meaning**

Gain meaning before, during, and after reading by asking and answering questions to clarify meaning.

Indicator 6.h.2

**Combine information to answer questions throughout reading**

Gain meaning before, during, and after reading by understanding that sometimes two or more pieces of information need to be put together to answer a question.

**Indicator 6.h.3****Understand that some questions are answered directly in the text**

Gain meaning before, during, and after reading by understanding that some questions are answered directly in the text.

**Indicator 6.h.4****Use reading strategies to generate questions throughout reading**

Generate questions to guide reading of text through reading strategies, such as KWL (Ogle) or DRTA (Stauffer).

**Benchmark 6.i****Set a Purpose for Reading Nonfiction**

The student will set a purpose for reading nonfiction.

**Indicator 6.i.1****Read for a specific purpose.**

Read for a specific purpose.

**Indicator 6.i.2****Locate specific information in a reading selection**

Locate specific information in a reading selection.

**Indicator 6.i.3****Explain why the author wrote the piece**

Explain why the author wrote the piece.

**Indicator 6.i.4****Use text formats to preview and set a purpose for reading**

Use text formats such as the following to preview and set a purpose for reading:

- *content text features, such as headings and chapter layout by topic*
- *functional formats, such as advertisements, flyers, and directions*
- *specialized type, such as bold face and italics*
- *visually and graphically represented information, such as charts, graphs, graphic organizers, pictures, and photographs*

**ELA.G5****Standard 7****DEMONSTRATE COMPREHENSION OF INFO FROM VARIETY OF PRINT**

The student will demonstrate comprehension of information from a variety of print resources.

**Benchmark 7.a****Develop Notes That Include Important Concepts, Summaries, etc.**

The student will develop notes that include important concepts, summaries, and identification of information sources.

**Indicator 7.a.1****Take notes from a variety of print resources**

Take notes from a variety of print resources.

**Indicator 7.a.2****Identify source of information**

Identify source of information.

**Indicator 7.a.3****Summarize important concepts**

Summarize important concepts.

**Indicator 7.a.4****Locate specific info using print, nonprint, electronic sources**

Locate specific information using appropriate print, nonprint, and electronic sources.

**Indicator 7.a.5****Make decisions about important, less important, and irrelevant info**

Make decisions about important, less important, and irrelevant information.

**Indicator 7.a.6****Gather info, develop summary notes from a variety of sources**

Gather information and develop summary notes from a variety of sources, including interviews.

**Indicator 7.a.7****Evaluate, combine related info from two or more sources**

Evaluate and combine (synthesize) related information from two or more sources.

**Benchmark 7.b****Organize Information on Charts, Maps, and Graphs**

The student will organize information on charts, maps, and graphs.

**Indicator 7.b.1****Organize information using visual representations**

Organize information, using visual representations, such as charts, maps, and graphs.

**Indicator 7.b.2****Organize info read, heard, viewed by using a database, etc.**

Organize information read, heard, or viewed by using a database or a variety of graphic organizers such as K/W/L charts, graphs, or Venn diagrams.

**ELA.G5****Standard 8****WRITE FOR A VARIETY OF PURPOSES**

The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain.

**Benchmark 8.a****Choose Planning Strategies for Various Writing Purposes**


The student will choose planning strategies for various writing purposes.


**Indicator 8.a.1****Create a plan, and organize thoughts before writing**


Create a plan, and organize thoughts before writing.

**Indicator 8.a.2****Select a topic for writing**


Select a topic for writing.


 **Indicator 8.a.3**
Focus on one aspect of a topic
Focus on one aspect of a topic.


 **Indicator 8.a.4**
Determine a research topic and questions related to a unit of study
Determine a research topic and questions related to a unit of study.


 **Benchmark 8.b**
Organize Information
The student will organize information.


 **Indicator 8.b.1**
Focus, organize, elaborate to construct effective message for reader
Focus, organize, and elaborate to construct an effective message for the reader.


 **Indicator 8.b.2**
Select specific info to guide readers more purposefully
Select specific information to guide readers more purposefully through the piece.


 **Indicator 8.b.3**
Organize information by webbing, sequencing, clustering
Organize information by webbing, sequencing, clustering.


 **Indicator 8.b.4**
Organize writing in a logical sequence around a central idea
Organize writing in a logical sequence around a central idea.

 **Indicator 8.b.5**
Organize ideas into paragraphs
Organize ideas into paragraphs.

 **Benchmark 8.c**
Demonstrate Awareness of Intended Audience
The student will demonstrate awareness of intended audience.

 **Indicator 8.c.1**
Control language to demonstrate awareness of intended audience
Purposefully shape and control language to demonstrate an awareness of the intended audience.

 **Indicator 8.c.2**
Consider what the audience will need to know
Consider what the audience will need to know.

 **Indicator 8.c.3**
Incorporate discussion of audience during writing conferences
Incorporate discussion of the intended audience during writing conferences.

 **Indicator 8.c.4**
Revise to capture the reader's interest

Revise to capture the reader's interest.

**Benchmark 8.d****Use Precise and Descriptive Vocabulary to Create Tone and Voice**

The student will use precise and descriptive vocabulary to create tone and voice.

**Indicator 8.d.1****Choose precise, descriptive vocab and info to create tone and voice**

Choose precise descriptive vocabulary and information to create tone and voice.

**Benchmark 8.e****Vary Sentence Structure**

The student will vary sentence structure.

**Indicator 8.e.1****Vary sentences by length and beginnings**

Include sentences of various lengths and beginnings to create a pleasant, informal rhythm.

**Indicator 8.e.2****Expand and combine sentences**

Expand and combine sentences.

**Benchmark 8.f****Revise Writing for Clarity**

The student will revise writing for clarity.

**Indicator 8.f.1****Clarify writing when revising**

Clarify writing when revising.

**Indicator 8.f.2****Use information from writing conferences to revise for clarity**

Use information from writing conferences to revise for clarity.

**Indicator 8.f.3****Make written revisions of content**

Make written revisions of content by adding, deleting, substituting, or reorganizing information.

**Benchmark 8.g****Use Available Technology to Access Information**

The student will use available technology to access information.

**Indicator 8.g.1****Use available technology to gather information and to aid in writing**

Use available technology to gather information and to aid in writing.

**Benchmark 8.h****Apply Knowledge of the Three Writing Domains**

The student will apply knowledge of the writing domains of composing, written expression, and usage/mechanics.



Indicator 8.h.1

Apply knowledge of the three writing domains

Apply knowledge of the writing domains of composing, written expression, and usage/mechanics.



Indicator 8.h.2

Incorporate correct word usage in writing

Incorporate correct word usage in writing.



Benchmark 8.i

Develop Handwriting

The student will develop handwriting.



Indicator 8.i.1

Write legibly in manuscript and cursive form

Write legibly in manuscript and cursive form.



ELA.G5

Standard 9

EDIT WRITING FOR GRAMMAR, PUNCTUATION, SPELLING, ETC.

The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.



Benchmark 9.a

Use Plural Possessives

The student will use plural possessives.



Indicator 9.a.1

Use plural possessives, e.g., “The books’ covers are torn.”

Use plural possessives, e.g., “The *books’* covers are torn.”



Benchmark 9.b

Use Adjective and Adverb Comparisons

The student will use adjective and adverb comparisons.



Indicator 9.b.1

Use adverb comparisons, such as fast, faster, fastest

Use adverb comparisons, such as *fast, faster, fastest*.



Indicator 9.b.2

Use adjective comparisons, such as big, bigger, biggest

Use adjective comparisons, such as *big, bigger, biggest*.



Indicator 9.b.3

Use adverbs instead of adjectives where appropriate

Use adverbs instead of adjectives where appropriate, e.g., “He played *really* well.” instead of “He played *real* well.”

**Benchmark 9.c****Identify and Use Interjections**

The student will identify and use interjections.

**Indicator 9.c.1****Identify and use interjections**

Identify and use interjections, e.g., such as *"Oh my, look at the size of that bug!"*

**Benchmark 9.d****Use Apostrophes in Contractions and Possessives**

The student will use apostrophes in contractions and possessives.

**Indicator 9.d.1****Punctuate correctly apostrophes in contractions and in possessives**

Punctuate correctly apostrophes in contractions, such as *isn't*, and possessives, such as *Jan's*.

**Indicator 9.d.2****Edit writing for apostrophes in singular and plural possessives**

Edit writing for apostrophes in singular and plural possessives.

**Benchmark 9.e****Use Quotation Marks with Dialogue**

The student will use quotation marks with dialogue.

**Indicator 9.e.1****Punctuate correctly quotation marks**

Punctuate correctly quotation marks.

**Indicator 9.e.2****Use conventions when writing dialogue and direct quotes**

Use conventions when writing dialogue and direct quotes.

**Benchmark 9.f****Use Commas with Interrupters, in Salutation/Closing of Letter**

The student will use commas to indicate interrupters and in the salutation and closing of a letter.

**Indicator 9.f.1****Punctuate correctly commas**

Punctuate correctly commas.

**Indicator 9.f.2****Punctuate correctly commas in the salutation and closing of a letter**

Punctuate correctly commas in the salutation and closing of a letter.

**Indicator 9.f.3****Edit writing for commas in dates, a series, to indicate interrupters**

Edit writing for commas in dates, a series, or to indicate interrupters.

Benchmark 9.g


Use a Hyphen to Divide Words at the End of a Line

The student will use a hyphen to divide words at the end of a line.


Indicator 9.g.1
Punctuate correctly hyphens to divide words at the end of a line

Punctuate correctly hyphens to divide words at the end of a line.


Benchmark 9.h
Edit for Clausal Fragments, Run-On Sentences, etc.

The student will edit for clausal fragments, run-on sentences, and excessive coordination.


Indicator 9.h.1
Avoid fragments

Avoid fragments (Use of clausal fragments, such as *“Although he was not supposed to go out of the house.”*, is not penalized in direct writing at this level.)


Indicator 9.h.2
Avoid run-ons

Avoid run-ons, e.g., *“I opened the door, the dog went out.”*


Indicator 9.h.3
Avoid excessive coordination

Avoid excessive coordination, e.g., *“I opened the door and the dog went out and he chased the cat and then he came back inside.”*


Benchmark 9.i
Edit Writing for Word Usage and Punctuation and Capitalization

The student will edit writing for word usage and punctuation and capitalization.


Indicator 9.i.1
Edit writing for correct word usage

Edit writing for correct word usage including I and me; subject-verb and noun-pronoun agreement; punctuation and capitalization.


Indicator 9.i.2
Spell commonly used words correctly

Spell commonly used words correctly, using correct homophones, and applying spelling generalizations.


Indicator 9.i.3
Use available resources when editing

Use available resources when editing.


Indicator 9.i.4
Identify nouns, verbs, pronouns, adjectives, adverbs, etc.

Identify nouns, verbs, pronouns, adjectives, adverbs, and prepositions.


ELA.G5
Standard 10
READ, WRITE REGULARLY BOTH INDEPENDENTLY, COLLABORATIVELY

The student will read and write regularly, both independently and collaboratively.

**Benchmark 10.a****Initiate Reading and Writing as Independent Activities**

The student will initiate reading and writing as independent activities.

**Indicator 10.a.1****Write about topics of interest or study**

Write about topics of interest or study.

**Indicator 10.a.2****Read about topics of interest or study**

Read about topics of interest or study.

**Indicator 10.a.3****Gather ideas for writing in a writer's notebook**

Gather ideas for writing in a writer's notebook.

**Indicator 10.a.4****Use time productively during reading and writing workshop**

Use time productively during reading and writing workshop.

**Indicator 10.a.5****Use available time to read and write beyond what is assigned**

Use available time to read and write beyond what is assigned.

**Indicator 10.a.6****Assess own interests, attitudes, learning needs, and progress**

Assess own interests, attitudes, learning needs, and progress.

**Indicator 10.a.7****Maintain a reading log that reflects reading from a range of genres**

Maintain a reading log that reflects reading from a range of genres.

**Indicator 10.a.8****Establish reading, writing goals; realize when goals are met**

Establish and adjust reading and writing goals and realize when goals have been met.

**Indicator 10.a.9****Read self-selected literature each day for enjoyment**

Read self-selected literature each day (fiction and nonfiction) for enjoyment.

**Benchmark 10.b****Collaborate with Others for Variety of Reading and Writing Purposes**

The student will collaborate with others for a variety of reading and writing purposes.

**Indicator 10.b.1****Share self-initiated writing with peers**

Share self-initiated writing with peers.

**Indicator 10.b.2****Seek opinions and use suggestions from peers when revising**

Seek opinions and use suggestions from peers when revising.

Indicator 10.b.3



Work with others to find, organize, share info related to a topic

Work with a small group to find, organize, or share information related to a topic of study.



Indicator 10.b.4

Participate in reading and writing conferences

Participate in reading and writing conferences by contributing appropriate questions, information, suggestions, and/or opinions.