

ELA ECC's Fifth Grade

Reading

Word Recognition

- Use knowledge of a variety of decoding strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words
- Integrate sources of information to decode unfamiliar words and to cross-check, self-correcting when appropriate
- Use word recognition skills and strategies, accurately and automatically, when decoding unfamiliar words
- Recognize at sight a large body of high-frequency words and irregularly spelled content vocabulary

Background Knowledge and Vocabulary Development

- Learn grade-level vocabulary through both direct and indirect means
- Use word structure knowledge, such as roots, prefixes, and suffixes, to determine meaning
- Use prior knowledge and experience in order to understand ideas and vocabulary found in books
- Acquire new vocabulary by reading a variety of texts
- Use self-monitoring strategies to identify specific vocabulary that causes comprehension difficulties
- Determine the meaning of unfamiliar words by using context clues, dictionaries, glossaries, and other resources
- Use a thesaurus to identify synonyms and antonyms

Comprehension

- Read a variety of grade-level texts, for a variety of purposes, with understanding
- Use self-monitoring strategies, such as cross-checking, summarizing, and self-questioning, to construct meaning of text
- Recognize when comprehension has been disrupted and initiate self-correction strategies, such as rereading, adjusting rate of reading, and attending to specific vocabulary
- Use knowledge of text structures to recognize and discriminate differences among a variety of texts and to support understanding
- Ask questions to clarify understanding and to focus reading
- Make connections between text being read and own lives, the lives of others, and other texts read in the past
- Use prior knowledge along with text information to support comprehension, from forming predictions to making inferences and drawing conclusions
- Read grade-level texts and answer literal, inferential, and evaluative questions
- State or summarize a main idea and support/elaborate with relevant details
- Present a point of view or interpretation of a text, such as its theme, and

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support it with significant details from the text

- Participate cooperatively and collaboratively in group discussions of texts
- Note and describe aspects of the writer's craft
- Read aloud, accurately and fluently, with appropriate rate of reading, intonation, and inflection
- Demonstrate comprehension of grade-level texts through a range of responses, such as writing, drama, and oral presentations

Motivation to Read

- Show interest in a wide range of texts, topics, and genres for reading
- Read voluntarily for a variety of purposes
- Be familiar with titles and authors of a wide range of literature
- Engage in independent silent reading for extended periods of time

Writing

Composition

- Respond in writing to prompts that follow the reading of literary and informational texts
- Respond to writing prompts that follow listening to texts
- Write on a wide range of topics
- Understand and use writing for a variety of purposes
- Use a variety of different organizational patterns for writing, such as chronological order, cause/effect, compare/contrast
- Use a variety of media, such as print, and electronic, when writing
- Use the writing process
- Use a variety of prewriting strategies, such as brainstorming, freewriting, note taking, and webbing
- Review writing independently in order to revise for focus, development of ideas, and organization
- Revise writing independently in order to edit for correct spelling, grammar, capitalization, punctuation, and paragraphing
- Understand and write for a variety of audiences
- Adjust style of writing, voice, and language used according to purpose and intended audience
- Incorporate aspects of the writer's craft, such as literary devices and specific voice, into own writing
- Use multiple sources of information when writing a report

Spelling/Handwriting

- Use legible print and/or cursive writing
- Correctly spell words that have been previously studied and/or frequently used
- Correctly spell words that follow the spelling patterns of words that have been previously studied
- Spell a large body of words accurately and quickly when writing

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- Use a variety of spelling resources, such as spelling dictionaries and spell-check tools, to support correct spelling

Motivation to Write

- Write voluntarily to communicate ideas and emotions to a variety of audiences, from self to unknown
- Write voluntarily for different purposes
- Write on a variety of topics
- Publish writing in a variety of presentation or display mediums, for a variety of audiences

Listening

- Listen attentively to a variety of texts read aloud
- Listen attentively for different purposes and for an extended period of time
- Identify own purpose(s) for listening
- Respond appropriately to what is heard
- Listen respectfully, and without interrupting, when others speak

Speaking

- Speak in response to reading a variety of texts
- Use appropriate and specific vocabulary to communicate ideas
- Use grammatically correct sentences when speaking
- Include details that are relevant for the audience
- Communicate ideas in an organized and coherent manner
- Vary the formality of language according to the audience and purpose for speaking
- Speak with expression, volume, pace, and gestures appropriate for the topic, audience, and purpose of communication
- Respond respectfully to others
- Participate in group discussions on a variety of topics
- Offer feedback to others in a respectful and responsive manner