

RRRPS District Standards: LANGUAGE ARTS

Grade 5

STRAND I: READING AND LISTENING FOR COMPREHENSION

NM State Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

NM State Benchmarks Grades 5-8

RRPS Grade 5 Power Standards

While all benchmarks are taught, Power Standards are consistently emphasized and regularly assessed.

NM State Benchmark I-A: Grades 5-8

Listen to, read, react to, and interpret information

Power Standard 1 (Benchmark I-A)

Make connections between texts by recognizing similarities and differences based on a common theme, lesson, or message.

Performance Indicators:

- a. Read various genres (e.g. poetry, fiction, non-fiction, mystery)
- b. elaborate on the information and the ideas presented
- c. evaluate information and ideas
- d. make inferences, draw conclusions and make judgments

NM Grade 5 Performance Standards

1. Listen actively and critically by:
 - asking questions
 - delving deeper into the topic
 - elaborating on the information and the ideas presented
 - evaluating information and ideas
 - making inferences and drawing conclusions
 - making judgments
 - demonstrating appropriate audience behavior
 - using note-taking strategies
2. Make connections between texts by recognizing similarities and differences based on a common theme, lesson, or message.
 - read various genres (e.g., mystery, poetry, fiction, nonfiction)
3. Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.
4. Follow oral instructions that provide information about a task or assignment.
5. Respond to literature presented through a variety of media.

STRAND I: READING AND LISTENING FOR COMPREHENSION

NM State Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

NM State Benchmark I-B: Grades 5-8

Gather and use information for research and other purposes

NM Grade 5 Performance Standards

1. Understand concept of primary source.
2. Research multiple sources to deepen understanding and integrate information and ideas across varied sources and content areas by:
 - conducting research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, Internet, computer networks)
 - evaluating the usefulness and quality of information and ideas based on purpose, experiences, text(s) and graphics
 - finding information using organizational tools such as: table of contents, headings, indexes, menus, glossaries, appendices
3. Make connections between print and non-print texts by recognizing similarities and differences using a variety of resources that contribute to informed decisions.
4. Interpret information from an atlas, dictionary, web site , encyclopedia, etc.

Power Standard 2 (Benchmark I-B)

Gather and organize information using a variety of sources, ~~organize it,~~ and create a research project.

Performance Indicators:

1. Use a variety of resources:
 - a. Print and non-print texts
 - b. Artifacts
 - c. People
 - d. Internet
 - e. Primary Source Documents
 - f. Libraries
2. Make informed decisions to evaluate and interpret sources for:
 - a. Usefulness
 - b. Quality of information
 - c. Purpose
 - d. Personal Experience
 - e. Graphic elements

STRAND I: READING AND LISTENING FOR COMPREHENSION

NM State Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

NM State Benchmark I-C: Grades 5-8

Apply critical thinking skills to analyze information

NM Grade 5 Performance Standards

1. Evaluate text to determine author's purpose and opinion by:
 - evaluating inferences, conclusions, and generalizations
 - identifying elements of fiction and non-fiction that support plot development, choice of words, effectiveness of figurative language and personification
2. Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text.
3. Respond to fiction, non-fiction, poetry, and drama using interpretive, critical, and evaluative processes by:
 - analyzing word choice and content
 - examining reasons for a character's actions
 - creating and presenting a product that demonstrates a personal response
 - examining alternative perspectives
4. Make informed judgments about bias, propaganda, stereotyping, and media techniques.
5. Analyze cause and effect relationships, compare and contrast information, facts, characters, and objects to predict a logical outcome based on the information in the selection.
6. Distinguish between fact and opinion.
7. Demonstrate deductive and inductive reasoning by drawing logical conclusions.

Power Standard 3 (Benchmark I-C)

Apply critical thinking strategies to analyze, evaluate, and respond to ~~text~~ information to include fiction, non-fiction, poetry, and drama.

Performance Indicators:

- a. Determine author's purpose and opinion
- b. Make and evaluate inferences, conclusions, and generalizations
- c. Analyze plot development
- d. Determine character motivation
- e. Report personal response
- f. Examine alternative perspectives
- g. Analyze word choice
- h. Evaluate figurative language
- i. Evaluate personification
- j. Predict outcomes based on evidence from text
- k. Make informed judgments about bias, propaganda and stereotyping

STRAND I: READING AND LISTENING FOR COMPREHENSION

NM State Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

NM State Benchmark I-D: Grades 5-8

Demonstrate competence in the skills and strategies of the reading process.

NM Grade 5 Performance Standards

1. Apply enabling strategies and skills to read by:
 - expanding and refining vocabulary through wide reading, word study, content area study, writing process elements, writing as a tool, debate, discussions, seminars, and examining the author’s craft
 - using word reference materials
 - selecting key vocabulary critical to the text and applying appropriate meanings for understanding
 - reading independently to increase fluency and build background knowledge
 - *using context clues*
2. Interact with the text by:
 - making predictions
 - formulating questions
 - supporting answers from textual information, previous experience, and/or other sources
 - drawing on personal, literary, and cultural understandings
 - seeking additional information
3. Read a variety of texts (e.g., fiction, nonfiction, newspaper and magazine articles, poetry, drama)
4. Choose materials to read independently and aloud, identifying the main ideas and significant details, and determine the correct sequence of events or information.

Power Standard 4 (Benchmark I-D)

Apply a variety of reading skills & and strategies to grade level texts using fiction, non-fiction, newspaper and magazine articles, poetry and drama.

Performance Indicators:

Apply reading strategies to different texts:

- a. Identify main idea
- b. Identify supporting details
- c. Build background knowledge
- d. Use context clues
- e. Determine correct sequence of events or information
- f. Make predictions
- g. Formulate questions
- h. Apply appropriate meaning to selected vocabulary

STRAND I: READING AND LISTENING FOR COMPREHENSION

NM State Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

NM State Benchmark II-B: Grades 5-8

Apply grammatical and language conventions to communicate

Power Standard 6 (Benchmark II-B)

Write well-developed complex sentences.

Performance Indicators:

Write complex sentences including:

- a. Independent and dependent clauses
- b. Transitions
- c. Conjunctions
- d. Colons
- e. Quotation marks
- f. Correct verb tense and usage
- g. Correct spelling of common words and new spellings

NM Grade 5 Performance Standards

1. Write sentences that use:
 - independent and dependent clauses
 - transitions
 - conjunctions to connect ideas
2. Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).
3. Use colons and quotation marks correctly.
4. Spell most commonly used words accurately using a multi-strategy approach to learn new spellings.
5. Edit final product for grammar, language conventions, and format.
6. Create and deliver focused, coherent presentations that convey ideas clearly and relate to the background and interest of the audience using a variety of media.
7. Evaluate the content of oral communication.

STRAND II: WRITING AND SPEAKING FOR EXPRESSION

NM State Content Standard II: Students will communicate effectively through speaking and writing.

	<p>RRPS Grade 5 Power Standards <i>While all benchmarks are taught, Power Standards are consistently emphasized and regularly assessed.</i></p>
<p>NM State Benchmark II-A: Grade 5 Use speaking as an interpersonal communication tool NM Grade 5 Performance Standards 1. Read aloud grade-level text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose. 2. Use language to:</p> <ul style="list-style-type: none">• formulate hypotheses• evaluate information and ideas• present and support arguments• influence the thinking of others <p>3. Make presentations to inform or persuade, selecting vocabulary for impact</p>	<p>Power Standard 5 (Benchmark II-A)</p> <p>Read aloud grade-level text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.</p> <p>Performance Indicators:</p> <p>Read aloud grade level text with:</p> <ol style="list-style-type: none">a. Fluencyb. Comprehensionc. Expressiond. Awareness of volume, pace, audience and purpose

STRAND II: WRITING AND SPEAKING FOR EXPRESSION

NM State Content Standard II: Students will communicate effectively through speaking and writing.

NM State Benchmark II-C: Grades 5-8

Demonstrate competence in the skills and strategies of the writing process

NM Grade 5 Performance Standards

1. Produce a variety of written products that demonstrate competence in:
 - persuasive writing (e.g., states a clear position, elaborates on the position with reasons, examples, information and other evidence)
 - autobiographical writing
 - ***write a five paragraph essay***
 - essays that speculate on cause and effect
 - ***write well developed letters (both business and friendly)***
 - ***write compare/contrast essays***
 - ***recognize and compare the formal 3-paragraph essay format with topic sentences***
 - ***fiction writing which utilizes setting, characters, plot, conflict, theme***
2. Apply the writing process through:
 - pre-writing (***uses outlines, flow charts, sequencing, webbing, etc.***)
 - creating a rough draft
 - revising for clarity of thought and focused communication
 - editing
 - publishing and sharing of final product
3. Create journals, notes, stories, reports, and letters using appropriate formats and multimedia technologies to communicate to an audience for a specific purpose.
4. Focus revision on creating simple and/or complex sentences for clarity and impact and on developing a lead, characters, or mood.
5. Use keyboarding skills.

Power Standard 7 (Benchmark II-C)

Apply the writing process and traits of good writing to produce a multi-paragraph essay or story.

Performance Indicators:

Writing process to include:

- a. Pre-writing (outline, flow chart, sequence, webs)** (assessed on NMSBA)
- b. Rough draft
- c. Revision & editing
- d. Final product

Product formats:

- a. Persuasive writing** (assessed on NMSBA)
 - Clear position, elaboration, position with reasons, examples, information and other evidence
- b. Autobiographical writing
- c. Cause and effect essay
- d. Letters (business and friendly)
- e. Journals
- f. Notes
- g. Reports

STRAND III: LITERATURE AND MEDIA

NM State Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.

NM State Benchmarks Grades 5-8

RRPS Grade 5 Power Standards

While all benchmarks are taught, Power Standards are consistently emphasized and regularly assessed.

NM State Benchmark III-A: Grades 5-8

Use language, literature, and media to understand various social and cultural perspectives

NM Grade 5 Performance Standards

1. Explain why similar character types are found in multiple cultures.
2. Read, listen to, and respond to culturally diverse literature
 - Identify social/cultural values and beliefs reflected in literature and media.
3. Identify archetypal patterns and symbols depicted through literature and media of various cultures.
4. Identify authors' point of view.

NM State Benchmark III-B: Grade K-4

Identify ideas and make connections among literary works

Power Standard 8 (Benchmark III-B)

NM Grade 5 Performance Standards

1. Identify main conflict in a plot and describe how it is resolved.
2. Contrast the actions and motives of characters in literary works.
3. Explain the importance of a character's actions to the plot and theme of a literary work.
4. Recognize recurrent themes in literature.

Use literary elements to connect works of literature.

Performance Indicators:

Use the following literary elements to connect literary works:

- a. Main conflict
- b. Plot resolution
- c. Actions and motives of characters
- d. Plot
- e. Theme