

Fifth Grade Language Arts Literacy Checklist

3.1.5 A Concepts About Print

- ▶ Use a text index and glossary appropriately.
- ▶ Survey/explain text features that contribute to comprehension (e.g., headings, introductory, and concluding paragraphs).

Essential Questions: How does understanding a text's structure better help me understand its meaning?

Enduring Understandings: Understanding a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.

Suggested Activities/Resources (in addition to guided reading with leveled materials):

Model with teacher think-alouds.

Use nonfiction trade books to chart features found, especially in big book format.

Suggested Assessment Activities:

Create an informational teaching page that incorporates specific features.

3.1.5 C/F Word Study Skills: Decoding/Word Recognition (3.1.5 C) Vocabulary/Concept Development (3.1.5 F)

- ▶ Use context clues, knowledge of phonics, syllabication, prefixes/suffixes, and pronunciation keys to decode new words.
- ▶ Interpret/use new words correctly in context.
- ▶ Infer word meanings from context or from learned roots/prefixes/suffixes.
- ▶ Develop word study skills including synonyms/antonyms and homophones/homographs.
- ▶ Use the dictionary independently to define new words.
- ▶ Use a thesaurus to identify alternative word choices.

Essential Questions: How do I figure out a word I do not know? Why do readers need to pay attention to a writer's choice of words?

Enduring Understandings: Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Words powerfully affect meaning.

Suggested Activities/Resources (in addition to guided reading with leveled materials):

Build background knowledge with teacher read alouds, increasing the use of quality nonfiction materials during language arts literacy instruction.

Use word sorts and word hunts to focus on a particular pattern or structure.

Keep word study notebooks for rules and principles.

Use word maps that focus on a variety of semantic features, such as synonyms, antonyms, multiple meanings, parts of speech, and examples.

Play word games, like *Jeopardy* and *Concentration*, focusing on a particular skill or set of words.

Suggested Assessment Activities:

Assess decoding skills during guided reading.

Assess inferring of meaning using passages with unknown words. Ensure text provides enough known context.

Collect notebooks and word maps periodically to evaluate.

Fifth Grade Language Arts Literacy Checklist

**3.1.5 D/E/G Understanding Text:
Fluency (3.1.5 D)
Reading Strategies (3.1.5 E)
Comprehension Skills/Response to Text (3.1.5 G)**

- ▶ Read fluently, both silently and aloud, applying self-correcting strategies and adjusting rate as needed.
- ▶ Apply knowledge of phonics, language structures, and context to decode/recognize words accurately and gain meaning from text.
- ▶ Read aloud in ways that reflect understanding of proper phrasing, expression, and intonation (prosody).
- ▶ Read silently for the purpose of increasing speed, accuracy, and fluency.
- ▶ Vary reading strategies appropriately (questioning, inferring, visualizing, determining importance, synthesizing) to monitor comprehension.
- ▶ Activate prior knowledge to anticipate text and make conscious connections to self, an author, and others.
- ▶ Reread, self-correct, and revise predictions to clarify text or make sense of difficult passages.
- ▶ Use graphic organizers to illustrate key concepts, visually sort information, and show relationships in text.
- ▶ Identify genre by their distinctive elements.
- ▶ Identify author’s purpose, views, and beliefs.
- ▶ Analyze main ideas and distinguish between major/minor details.
- ▶ Use cause/effect and sequence of events to gain meaning.
- ▶ Make inferences using textual information, providing supporting evidence.
- ▶ Recognize/discuss characterization, setting, plot, mood, and point of view in a given story.
- ▶ Understand concept of theme and recognize stated/implied theme of a selection.
- ▶ Recognize persuasive/propaganda techniques, historical/cultural biases and different viewpoints.
- ▶ Identify/analyze text type, formats, and elements in nonfiction.
- ▶ Recognize common organizational patterns in nonfiction (headings, captions, illustrations, graphics).
- ▶ Identify/respond to the elements/structures found in poetry and plays.
- ▶ Interpret literary devices used in text (simile, metaphor, personification, alliteration, idiomatic expressions).

Essential Questions: How does fluency affect comprehension? What do readers do when they do not understand everything in text? How do readers construct meaning from text?

Enduring Understandings: Fluent readers group words quickly to help them gain meaning from text. Good readers use strategies to help them understand text and monitor comprehension. Strategic readers connect, infer, question, visualize, determine importance, and synthesize.

Suggested Activities/Resources (in addition to guided reading with leveled materials):
 Conduct repeated readings, Reader’s Theater, and paired readings for fluency practice. Use timed repeated readings and have students set personal goals.
 Code short passages for specific strategy instruction.
 Create bookmarks/organizers for each strategy/concept that require students to make notes about the text and explain their reasoning. Use literature circles when students are ready to apply strategies independently.
 Select quality picture books that best illustrate specific strategies/concepts and read aloud/discuss. Use a think aloud if it is a new concept.
 Create a theme board students add to each time they read a book.
 Hold a “Figurative Language Awards” ceremony for picture books that best illustrate each device.

Suggested Assessment Activities:
 Assess fluency with timed passages, scoring accuracy, rate, and prosody.
 Chart responses and conversations in group discussions.
 Confer individually with students, keeping anecdotal records.
 Evaluate written responses/reflections.
 Use a project-based task, such as designing an advertisement for a new invention using persuasive language.

Fifth Grade Language Arts Literacy Checklist

3.1.5 H Inquiry and Research

- ▶ **Develop/revise questions for investigations prior to, during, and after reading and use library classification systems to locate information.**
- ▶ **Use multiple sources to read independently, gathering information and drawing conclusions relevant to research questions.**
- ▶ **Interpret/use graphic sources, such as maps, graphs, timelines, or tables to address questions.**
- ▶ **Summarize/organize information by taking notes, outlining ideas, and/or using appropriate graphic organizers.**
- ▶ **Produce projects/reports using visuals, media, and/or technology to show evidence of learning and engage an audience.**
- ▶ **Prepare a works consulted page for research projects/reports.**

Essential Questions: Why conduct research?

Enduring Understandings: Researchers gather and critique information from different sources for specific purposes.

Suggested Activities/Resources:

Students use short magazine articles to make margin notes that summarize in their own words. Promote “I wonder...” questioning with a question of the day, question games, or reading question books. Differentiate resources for less proficient readers and use an inquiry research team approach. Experiment with a variety of note taking formats, including informal outlining, note cards, concept mapping, webbing, two-column notes, and three-column (with personal response). Personal responses to facts, details, and answers to questions promote synthesis.

Suggested Assessment Activities:

Assess the process using small groups or pairs before allowing independent research. Use authentic writing forms as final products, such as brochures, field guides, alphabet books, or catalogues. Design rubrics that evaluate the entire research process.

3.2.5 A Writing as a Process

- ▶ **Use the writing process to develop ideas into a variety of written pieces that are well-organized and include supporting details.**
- ▶ **Generate possible ideas for writing through a variety of strategies (e.g., recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming).**
- ▶ **Use graphic organizers/outlines to elaborate and organize ideas.**
- ▶ **Draft writing in a selected genre using appropriate voice, word choice, and structure.**
- ▶ **Revise drafts independently and with peers by rereading for meaning, narrowing focus, elaborating, deleting, and reworking openings/closings/details/word choice.**
- ▶ **Edit work for spelling, usage, clarity, organization, and fluency.**
- ▶ **Use a variety of reference materials to help edit and revise.**
- ▶ **Use computer writing applications during the writing process.**
- ▶ **Use a rubric to reflect on, improve, and evaluate writing.**

Essential Questions: How do good writers express themselves?

Enduring Understandings: Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.

Suggested Activities/Resources:

Introduce the concept of an open writing workshop and put procedures into place the first week of school. Use quality picture books that trigger ideas, model possibilities, and illustrate the focus of each mini-lesson. Incorporate short conferences into the workshop routine. Find a specific part of the student’s piece to praise, then teach one technique, skill, or strategy. Use “Box and Explode” to help students select a section they need to slow down and emphasize. They draw a box around the section, and “explode” the details to give it the needed weight,

Suggested Assessment Activities:

Design a simple system for collecting information throughout each term, such as a clipboard checklist or flip chart. Record what happens in individual conferences and upon reviewing writing folders/portfolios. Use the information on the chart to help you select the next read aloud or plan a mini-lesson. Use a self-assessment tool so students can be involved in the process.

Fifth Grade Language Arts Literacy Checklist

3.2.5 B/D Writing as a Craft: Writing as a Product (3.2.5 B) Writing Forms, Audiences, Purposes (3.2.5 D) Writing Traits (3.2.5)

- ▶ Write across the curriculum for different purposes and audiences using a variety of writing styles and forms.
- ▶ Write multi-paragraph pieces that have a logical organization structure, interesting opening, satisfying conclusion, and transitions between/within ideas/ paragraphs.
- ▶ Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, hypothesis/results, problem/solution, and order of importance.
- ▶ Support main ideas, topics, and themes with facts, examples, or explanations.
- ▶ Write sentences of varying length and complexity, using specific nouns, verbs, and descriptive words.
- ▶ Demonstrate the development of a personal style and voice in writing.
- ▶ Develop and use knowledge of a variety of genres, including narrative, expository, persuasive, poetry, critique, and everyday/workplace writing.
- ▶ Write narratives with developed characters, setting, plot, dialogue, resolution, and sensory description.
- ▶ Write various types of prose, such as short stories, biography, autobiography, or memoir, that contain narrative elements.
- ▶ Write expository pieces and reports that present important ideas with topic sentences, supporting facts/examples/explanations, and concluding paragraphs.
- ▶ Develop persuasive essays with clearly stated positions supported by organized/relevant evidence.
- ▶ Respond to open-ended/essay questions with clear and thoughtful answers.
- ▶ Craft reflective responses that develop insight into literature, make connections to personal experiences, and give textual support.
- ▶ Write business and friendly letters having the correct format and style.
- ▶ Use relevant graphics (e.g., maps, charts, illustrations, graphs, photographs).
- ▶ Continue to maintain a portfolio/collection of writings.

Essential Questions: How do writers develop a well-written product? Why does a writer choose a particular form of writing?

Enduring Understandings: Good writers develop a variety of strategies and select a form that enables them to write for different purposes, audiences, and contexts.

Suggested Activities/Resources:

Use authentic text (periodicals, ads, speeches, pamphlets) to study audience and purpose for writing.
Use word walls that include frequently and effectively used transitions, specific/descriptive vocabulary, interesting words.
Use quality picture books to study an author's use of specific traits or techniques.
Develop mini-lessons that focus instruction on specific genres, traits, or techniques.
Incorporate writing into the development of an understanding of social studies/science issues.

Suggested Assessment Activities:

Assess open-ended responses and essays on science/social studies tests.
Use a rubric that evaluates writing traits and use results to provide feedback to students.
Students self-select best piece (over a period of time) to develop, publish, and submit for assessment.

Fifth Grade Language Arts Literacy Checklist

3.2.5 C Conventions (Mechanics, Spelling, Handwriting)

- ▶ Use standard English conventions in all writing (correct sentence structure, proper nouns/adjectives, subject/verb agreement, irregular verbs/tenses, possessive nouns/pronouns, pronoun usage, and titles).
- ▶ Use increasingly complex sentence structure and syntax, including compound sentences and prepositional phrases.
- ▶ Use correct capitalization and punctuation, including commas, colons, and apostrophes.
- ▶ Use quotation marks and related punctuation correctly in dialogue.
- ▶ Demonstrate an understanding of reasons for paragraphs in narrative and expository writing.
- ▶ Use knowledge of syllabication, roots/prefixes/suffixes, and English spelling patterns to spell words correctly in writing.
- ▶ Edit writing for correct grammar usage, capitalization, punctuation, and spelling, using a variety of reference materials (print and nonprint).
- ▶ Write legibly in manuscript or cursive to meet district standards.

Essential Questions: How do rules of language affect communication?

Enduring Understandings: Rules, or conventions of language, help readers understand what is being communicated.

Suggested Activities/Resources:

Students edit sample essays and stories.
Use interactive minilessons to directly instruct students about standard English conventions.
Use daily focused editing practice as a warm-up activity.
Use cartoons that illustrate a variety of sentence structures.

Suggested Assessment Activities:

Include "Use of Conventions" as an element of every scoring rubric.
Have students revise and rewrite a simple passage from an old basal reader (*Dick and Jane*), using more complex sentence structure and dialogue.

3.3.5 Speaking

- ▶ Participate effectively in small-group and whole-class discussions, staying focused, asking relevant questions, and accepting others' opinions.
- ▶ Use details, examples, and reasons to support central ideas or clarify a point of view.
- ▶ Discuss information heard, offer personal opinions, and ask for clarification.
- ▶ Respond orally to literature, adding questions and comments.
- ▶ Use interview techniques to develop inquiry skills
- ▶ Describe, narrate, or explain how and why things happen.
- ▶ Understand tasks and solve problems through group cooperation.
- ▶ Use suitable and varied word choice to clarify, illustrate, and elaborate.
- ▶ Use convincing dialogue and purposeful figurative language in speaking situations.
- ▶ Develop/deliver a formal presentation using logical sequence and clear /correct language based on a central theme with supporting details.
- ▶ Use visual/props effectively and maintain audience focus using nonverbal elements (eye contact) and oral fluency elements (volume, pacing).
- ▶ Understand/use criteria from a rubric and peer feedback to improve oral presentations.

Essential Questions: How can discussion increase our knowledge and understanding? How do speakers express their thoughts and feelings? How does a speaker communicate so others will listen and understand the message?

Enduring Understandings: Discussion builds connections to others and creates learning opportunities. Questioning and contributing help speakers explore issues and clarify thinking. A speaker uses the right elements and format to fit the audience and the purpose.

Suggested Activities/Resources:

Use literature circles to encourage small-group discussion.
Use Reader's Theater to practice oral fluency.
Provide opportunities for speaking: panels, debates, mock trials, role-playing.

Suggested Assessment Activities:

Use an oral presentation rubric and conference with students individually.
Videotape a presentation for assessment and feedback purposes.
Use a checklist while observing a literature circle being conducted.

Fifth Grade Language Arts Literacy Checklist

3.4.5 Listening

- ▶ Demonstrate active listening behaviors, such as maintaining eye contact and using appropriate feedback/questioning, for a variety of purposes (e.g., enjoyment, obtaining information).
- ▶ Listen/respond to a story, interview, or oral report through summarizing, reacting, and retelling.
- ▶ Recognize the rich and varied language of literature.
- ▶ Listen attentively/critically to determine a speaker's purpose, attitude, and perspective.
- ▶ Recognize/analyze persuasive speaking techniques.
- ▶ Listen to new information, asking pertinent questions, taking notes, drawing conclusions, and applying information to solve problems.
- ▶ Make inferences based on oral reports/presentations.
- ▶ Use a rubric to evaluate oral presentation elements, such as purpose, content, delivery, and use of props/visuals.
- ▶ Follow three-and four-step oral directions.

Essential Questions: How does a listener understand a message?

Enduring Understandings: Listeners receive, construct meaning from, and respond to spoken and nonverbal messages.

Suggested Activities/Resources:

Listen to recordings of quality literature. Respond using bookmarks designed for specific purposes.
Use graphic organizers so students can take notes, develop questions, and analyze information given orally.
Have students listen to follow directions and create a craft, recipe, etc...

Suggested Assessment Activities:

Read aloud a short story and elicit a retelling.
Use a rubric to assess details and sequence of a retelling or summary.

3.5.5 Viewing and Media

- ▶ Construct meaning from, respond to, and evaluate various media sources, such as illustrations, newspapers, Internet, and magazines.
- ▶ Use graphs, charts, and diagrams to report data.
- ▶ Distinguish between factual and fictional visual representations (e.g., political cartoons, still image), and discuss emotional impact.
- ▶ Identify the targeted audience and central theme of print media, film, and electronic media.
- ▶ Compare/contrast media sources, such as film and book versions of a story.
- ▶ Understand uses of persuasive text related to advertising, exploring its message.
- ▶ Distinguish different points of view in media texts.
- ▶ Use a rubric to evaluate the content and credibility of media messages/presentations.
- ▶ Interpret verbal/nonverbal messages reflected in personal interactions with others.
- ▶ Express/justify preferences for media choices, choosing most appropriate media for presentation.
- ▶ Examine/evaluate effects of media on family, home, and school.

Essential Questions: What's the media message? What affects media choice?

Enduring Understandings: People experience the same media message differently. Media choice is affected by personal experiences and sense of need.

Suggested Activities/Resources:

Conduct an author study of Roald Dahl, comparing his books to movies.
Use web site evaluation forms, found at <http://kathyschrock.net/abceval/>, when researching online.
Help students become aware of their own media habits by visiting <http://www.pbs.org/teachers/> to find the lesson plan entitled, *Are You Plugged In?*
Contrast how a specific topic is presented by various media, such as newspaper articles, television news, advertisements, political cartoons, etc...

Suggested Assessment Activities:

Assess multimedia presentations with a rubric.
Assess student selection of web site resources during research activities.