Fifth Grade Correlation Benchmarks and Indicators
Language Arts

A. Use context clues and text structures to determine the meaning of new vocabulary.

_____ 1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.

_____ 2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.

B. Infer word meaning through identification and analysis of analogies and other word relationships.

_____ 4. Identify and understand new uses of words and phrases in text, such as similes and metaphors.

C. Apply knowledge of connotation and denotation to learn the meanings of words.

_____ 3. Identify the connotation and denotation of new words.

D. Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words.

_____ 5. Use word origins to determine the meaning of unknown words and phrases.

_____ 7. Identify the meanings of abbreviations.

E. Use knowledge of roots and affixes to determine the meanings of complex words.

_____ 6. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.

F. Use multiple resources to enhance comprehension of vocabulary.

_____ 8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.

_____ 1. Establish and adjust purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems.

_____ 6. Select, create and use graphic organizers to interpret textual information.

B. Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons, using information in text, between text and across subject areas.

_____ 2. Predict and support predictions with specific references to textual examples that may be in widely separated sections of text.

_____ 3. Make critical comparisons across texts.

_____ 4. Summarize the information in texts, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each.

_____ 5. Make inferences based on implicit information in texts, and provide justifications for those inferences.

C. Make meaning through asking and responding to a variety of questions related to text.

_____ 7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.

_____ 8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back or summarizing what has been read so far in text.

_____ 9. List questions and search for answers within the text to construct meaning.

Reading Applications: Informational, Technical and Persuasive Text Standard

A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.

_____ 1. Use text features, such as chapter titles, headings and subheadings; parts of books, including the index and table of contents and online tools (search engines) to locate information.

_____ 5. Analyze information found in maps, charts, tables, graphs and diagrams.

B. Recognize the difference between cause and effect and fact and opinion to analyze text.

_____ 2. Identify, distinguish between and explain examples of cause and effect in informational text.

_____ 7. Analyze the difference between fact and opinion.

C. Explain how main ideas connect to each other in a variety of sources.

_____ 3. Compare important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.

D. Identify arguments and persuasive techniques used in informational text.

_____ 8. Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader.

_____ 9. Identify and understand an author's purpose for writing, including to explain, to entertain or to inform.

E. Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.

_____ 6. clarify steps in a set of instructions or procedures for proper sequencing and completeness and revise if necessary.

F. Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.

_____ 4. Summarize the main ideas and supporting details.

Literary Text Standard

A. Describe and analyze the elements of character development.

_____ 1. Explain how a character's thoughts, words and actions reveal his or her motivations.

B. Analyze the importance of setting.

_____ 2. Explain the influence of setting on the selection.

C. Identify the elements of plot and establish a connection between an element and a future event.

_____ 3. Identify the main incidents of a plot sequence and explain how they influence future action.

D. Differentiate between the points of view in narrative text.

_____ 4. Identify the speaker and explain how point of view affects the text.

E. Demonstrate comprehension by inferring themes, patterns and symbols.

_____ 5. Summarize stated and implied themes.

F. Identify similarities and differences of various literary forms and genres.

_____ 6. Describe the defining characteristics of literary forms and genres, including poetry, drama, chapter books, biographies, fiction and non-fiction.

G. Explain how figurative language expresses ideas and conveys mood.

_____ 7. Interpret how an author's choice of words appeals to the senses and suggests mood.

_____ 8. Identify and explain the use of figurative language in literary works, including idioms, similes, hyperboles, metaphors and personification.

Writing Process Standard

A. Generate writing topics and establish a purpose appropriate for the audience.

_____ 1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.

_____ 2. Conduct background reading, interviews or surveys when appropriate.

_____ 3. State and develop a clear main idea for writing.

B. Determine audience and purpose of self-selected and assigned writing tasks.

C. Clarify ideas for writing assignments by using graphics or other organizers.

_____ 5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.

D. Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.

_____ 6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.

_____ 7. Vary simple, compound and complex sentences structures.

_____ 8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.

_____ 9. Vary language and style as appropriate to audience and purpose.

_____ 10. Use available technology to compose text.

_____ 11. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).

_____ 12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.

_____ 13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.

E. Select more effective vocabulary when editing by using a variety of resources and reference materials.

_____ 14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.

F. Edit to improve fluency, grammar and usage.

_____ 15. Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.

G. Apply tools to judge the quality of writing.

_____ 16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

H. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

_____ 17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.

Writing Applications Standard

A. Use narrative strategies (e.g., dialogue an action) to develop characters, plot and setting and maintain a consistent point of view.

_____ 1. Write narratives with a consistent point of view, using sensory details and dialogue to develop characters and setting.

B. Write responses to literature that extend beyond the summary and support judgments through references to the text.

_____ 2. Write responses to novels, stories and poems that organize an interpretation around several clear ideas, and justify the interpretation through the use of examples and to specific textual evidence.

C. Produce letters (e.g., business, letters to the editor, job applications) that address audience needs, stated purpose and context in a clear and efficient manner.

_____ 3. Write letters that state the purpose, make requests or give compliments and use business letter format.

D. Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.

_____ 4. Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast) and include facts, details and examples to illustrate important ideas.

E. Use persuasive strategies, including establishing a clear position in support of a proposition or proposal with organized and relevant evidence.

Writing Conventions Standard

A. Use correct spelling conventions.

_____ 1. Spell high-frequency words correctly.
_____ 2. Spell contractions correctly.
_____ 3. Spell roots, suffixes and prefixes correctly.

B. Use conventions of punctuation and capitalization in written work.

_____ 4. Use commas, end marks, apostrophes and quotation marks correctly.
_____ 5. Use correct capitalization.

C. Use grammatical structures to effectively communicate ideas in writing.

_____ 6. Use various parts of speech such as nouns, pronouns and verbs (e.g., regular and irregular, past, present and future).
_____ 7. Use prepositions and prepositional phrases.
_____ 8. Use adverbs.
_____ 9. Use objective and nominative case pronouns.
_____10. Use indefinite and relative pronouns.
_____11. Use conjunctions and interjections.

Research Standard

A. Formulate open-ended research questions suitable for inquiry and investigation and develop a plan for gathering information.

_____ 1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.

B. Locate and summarize important information from multiple sources.

_____ 2. Locate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).

C. Organize information in a systemic way.

_____ 3. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers).

_____ 4. Compare and contrast important findings and select sources to support central ideas, concepts and themes.

D. Acknowledge quoted and paraphrased information and document sources used.

_____ 5. Define plagiarism and acknowledge sources of information.

E. Communicate findings orally, visually and in writing or through multimedia.

_____ 6. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.

Communication: Oral and Visual Standard

A. Use effective listening strategies, summarize major ideas and draw logical inference from presentations and visual media.

_____ 1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).

_____ 2. Interpret the main idea and draw conclusions from oral presentations and visual media.

B. Explain a speaker's point of view and use of persuasive techniques in presentations and visual media.

_____ 3. Identify the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).

_____ 4. Discuss how facts and opinions are used to shape the opinions of listeners and viewers.

C. Vary language choice and use effective presentation techniques, including voice modulation and enunciation.

_____ 5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.

_____ 6. Use clear diction and tone, and adjust volume and tempo to stress important ideas.

_____ 7. Adjust speaking content according to the needs of the audience.

D. Select an organizational structure appropriate to the topic, audience, setting and purpose.

_____ 8. Deliver informational presentations (e.g., expository, research) that:
   a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
   b. support the main idea with relevant facts, details, examples, quotations, statistics, stories and anecdotes;
   c. organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast);
   d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
   e. draw from several sources and identify sources used.

E. Present ideas in a logical sequence and use effective introductions and conclusions that guide and inform a listener's understanding of key ideas.

_____ 8. Deliver informational presentations (e.g., expository, research) that:
   a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
   c. organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast);
   d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
   e. draw from several sources and identify sources used.

F. Give presentations using a variety of delivery methods, visual materials and technology.

_____ 9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.

_____10. Deliver persuasive presentations that:

     a. establish a clear position;

     b. include relevant evidence to support a position and to address potential concerns of listeners; and

     c. follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution).