

Grade Five

In fifth grade, reading and writing skills continue to support an increased emphasis on content-area learning and utilization of ~~the a variety of~~ resources ~~of the media center, especially~~ to locate and read primary sources of information. The student will read texts in all subjects and will acquire information to answer questions, generate hypotheses, make inferences, support opinions, confirm predictions, compare and contrast relationships, and formulate conclusions. The student will continue to develop an appreciation for literature by reading a variety of fiction and nonfiction selections. The student will continue to increase communication skills used in learning activities and create a project using online, print, and media resources ~~to prepare presentations~~. The student will use oral and written communication skills to describe key concepts and information contained in the mathematics, science, and history and social science Standards of Learning. In addition, the student will plan, draft, revise, and edit writings to describe, to entertain, ~~and to explain, and to persuade~~. The student will define the meaning and consequences of plagiarism.

Oral Language Communication: Speaking, Listening, Media Literacy

- 5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.
- Participate in and contribute to discussions across content areas.
 - Organize information to present in reports of group activities.
 - Summarize information gathered in group activities.
 - Communicate new ideas to others.
 - Demonstrate the ability to collaborate with diverse teams.
 - Demonstrate the ability to work independently.
- 5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.
- Maintain eye contact with listeners.
 - Use gestures to support, accentuate, and dramatize verbal message.
 - Use facial expressions to support and dramatize verbal message.
 - Use posture appropriate for communication setting.
 - Determine appropriate content for audience.
 - Organize content sequentially around major ideas.
 - Summarize main points as they relate to main idea or supporting details.
 - Incorporate visual media to support the presentation.
 - Use language and style appropriate to the audience, topic, and purpose.
- 5.3 ~~The student will make planned oral presentations. [Moved SOL to 5.2]~~
- ~~Determine appropriate content for audience.~~
 - ~~Organize content sequentially or around major ideas.~~
 - ~~Summarize main points before or after presentation~~
 - ~~Incorporate visual aids to support the presentation.]~~
 - ~~Use grammatically correct language and specific vocabulary.~~
- 5.3 The student will learn how media messages are constructed and for what purposes.
- Differentiate between auditory, visual, and written media messages.
 - Identify the characteristics and effectiveness of a variety of media messages.

Reading

- 5.4 The student will ~~read fiction and nonfiction with fluency and accuracy~~ expand vocabulary when reading.
- Use context to clarify meaning of unfamiliar words and phrases.
 - Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. Use knowledge of root words, prefixes, and suffixes. [Moved to SOL 5.4c]
 - Use knowledge of roots, affixes, synonyms, antonyms, and homophones. Use dictionary, glossary, thesaurus, and other word-reference materials. [Moved to SOL 5.4e]
 - Identify an author's use of figurative language.
 - Use dictionary, glossary, thesaurus, and other word-reference materials.
 - Develop vocabulary by listening to and reading a variety of texts.
 - Study word meanings across content areas.
- ~~5.5~~ The student will read fiction and nonfiction with fluency, accuracy, and meaningful expression.
- 5.5 ~~5.6~~ 5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.
- Describe the relationship between text and previously read materials.
 - Describe character development. ~~in fiction and poetry selections.~~
 - Describe the development of plot and explain ~~how conflicts are resolved~~ the resolution of conflict(s).
 - Describe the characteristics of free verse, rhymed, and patterned poetry.
 - Describe how an author's choice of vocabulary ~~and style~~ contributes to the quality and enjoyment of selections to the author's style.
 - Identify and ask questions that clarify various points of view.
 - Identify main idea.
 - Summarize supporting details from text.
 - Draw conclusions and make inferences from text.
 - Identify cause- and effect relationships.
 - Make, confirm, or revise predictions.
 - Use reading strategies throughout the reading process to monitor comprehension.
 - Read with fluency and accuracy.
- 5.6 ~~5.7~~ 5.6 The student will read and demonstrate comprehension of nonfictional texts.
- Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
 - Use prior knowledge and build additional background knowledge as context for new learning. Identify structural patterns found in nonfiction. [Moved to SOL 5.6f]
 - Skim materials to develop a general overview of content and to locate specific information. Locate information to support opinions, predictions, and conclusions. [Moved to SOL 5.6g]
 - Identify the main idea of nonfictional texts. Identify cause and effect relationships. [Moved to SOL 5.6h]
 - Summarize supporting details in nonfictional texts. Identify compare and contrast relationships. [Moved to SOL 5.6j]
 - Identify structural patterns found in nonfiction. Skim materials to develop a general overview of content and to locate specific information. [Moved to SOL 5.6c]

- g) Locate information to support opinions, predictions, and conclusions. Identify new information gained from reading. [Moved to SOL 5.6k]
- h) Identify cause-and-effect relationships following transition words signaling the pattern.
- i) Differentiate between fact and opinion.
- j) Identify, compare, and contrast relationships.
- k) Identify new information gained from reading.
- l) Use reading strategies throughout the reading process to monitor comprehension.
- m) Read with fluency and accuracy.

- 5.7 ~~The student will demonstrate comprehension of information from a variety of print resources.~~
- a) ~~Develop notes that include important concepts, summaries, and identification of information sources.~~ [Moved to SOL 5.9e]
 - b) ~~Organize information on charts, maps, and graphs.~~[Moved to SOL 5.9d]

Writing

- ~~5.8~~ 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain, and to persuade.
- a) Identify intended audience. Choose planning strategies for various writing purposes. [Moved to SOL 5.7b]
 - b) Use a variety of prewriting strategies. Organize information. [Moved to SOL 5.7c]
 - c) Organize information to convey a central idea. Demonstrate awareness of intended audience. [Moved to SOL 5.7a]
 - d) Write a clear topic sentence focusing on the main idea. Use precise and descriptive vocabulary to create tone and voice. [Moved to SOL 5.7f]
 - e) Write multiparagraph compositions. Vary sentence structure. [Moved to SOL 5.7g]
 - f) Use precise and descriptive vocabulary to create tone and voice. Revise writing for clarity. [Moved to SOL 5.7h]
 - g) Vary sentence structure by using transition words. Use available technology to access information. [Moved to SOL 5.9c]
 - h) Revise for clarity of content using specific vocabulary and information.
 - i) Include supporting details that elaborate the main idea.

- ~~5.9~~ 5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, ~~and~~ sentence structure, and paragraphing.
- a) Use plural possessives.
 - b) Use adjective and adverb comparisons.
 - c) Identify and use interjections.
 - d) Use apostrophes in contractions and possessives.
 - e) Use quotation marks with dialogue.
 - f) Use commas to indicate interrupters. ~~and in the salutation and closing of a letter.~~
 - g) Use a hyphen to divide words at the end of a line.
 - h) Edit for ~~clausal fragments, and run-on sentences, and excessive coordination.~~
 - i) Eliminate double negatives.
 - j) Use correct spelling of commonly used words.
 - k) Identify and use conjunctions.

Research

- ~~5.10~~ 5.9 The student will find, evaluate, and select appropriate resources for a research product.
- a) Construct questions about a topic.
 - b) Collect information from multiple resources including online, print, and media.
 - c) Use technology as a tool to research, organize, evaluate, and communicate information.
 - d) Organize information presented on charts, maps, and graphs.
 - e) Develop notes that include important concepts, summaries, and identification of information sources.
 - f) Give credit to sources used in research.
 - g) Define the meaning and consequences of plagiarism.