BROWNELL TALBOT

Fifth Grade Standards

Reading: Students will learn and apply reading skills and strategies to comprehend text	
Word Analysis Students will acquire phonetic knowledge as they learn to read and write grade-level text.	• BT 5.1.3a **Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.**
Vocabulary Students will build and use conversational, academic, and content-specific grade-level vocabulary.	• BT 5.1.5a Determine the meaning of words through word families, known words, and word patterns to determine meaning (e.g. parts of speech, Greek, Latin, and Anglo-Saxon affixes and roots). • BT 5.1.5b Apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words withing grade level text. • BT 5.1.5c **Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic or subject area. (i.e. word, phrase, sentence, and paragraph clues).** • BT 5.1.5d Compare semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing. • BT 5.1.5e Verify meaning and pronunciation of words or phrases using reference materials.
Comprehension Students will construct meaning by using prior knowledge while reading emergent literary and informational text.	• BT 5.1.6a **Trace the argument and specific claims in informational text, distinguishing claims that are supported by reasons and evidence from claims that are not.** • BT 5.1.6b **Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).** • BT 5.1.6c **Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.** • BT 5.1.6d **Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.** • BT 5.1.6e **Determine two or more main ideas of an informational text and explain how they are supported by key details; summarize the text.** • BT 5.1.6f **Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.** • BT 5.1.6g **Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.** • BT 5.1.6h **Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**

Writing: Students will learn and apply writing skills and strategies to communicate.

Writing Process Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade level.	• BT 5.2.1a **Apply self-selected prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.** • BT 5.2.1b **Introduce a topic or text clearly, and create an organizational structure in which related ideas are in paragraphs to support the writer's purpose.** • BT 5.2.1c **Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.** • BT 5.2.1d **Conference with peers and adults to develop and strengthen writing as needed by planning, revising, and editing, or trying a new approach.** • BT 5.2.1e Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

Writing Modes
Student will write in multiple modes for a variety of purposes and audiences across disciplines.

Opinion	• BT 5.2.1a **Apply self-selected prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.** • BT 5.2.1b **Introduce a topic or text clearly, and create an organizational structure in which related ideas are in paragraphs to support the writer's purpose.** • BT 5.2.1c **Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.** • BT 5.2.1d **Conference with peers and adults to develop and strengthen writing as needed by planning, revising, and editing, or trying a new approach.** • BT 5.2.1e Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
Informative/Explanatory	• BT 5.2.3a **Write informative/explanatory texts to examine a topic and convey ideas and information clearly.** • BT 5.2.3b **Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.** • BT 5.2.3c **Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.** • BT 5.2.3d **Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).** • BT 5.2.3e Use precise language and domain-specific vocabulary to inform about or explain the topic. • BT 5.2.3f **Provide a concise concluding statement or section that follows from the information or explanation presented.**
Narratives	• BT 5.2.4a **Write complex narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.** • BT 5.2.4b Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • BT 5.2.4c **Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.** • BT 5.2.4d **Use a variety of transitional words, phrases, and clauses to manage the sequence of events.** • BT 5.2.4e Use concrete words and phrases and sensory details to convey experiences and events precisely. • BT 5.2.4f Develop a conclusion that follows from the narrated experiences or events.
Research	• BT 5.2.5a **Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.** • BT 5.2.5b **Utilize relevant information from experiences or gather relevant information from multiple print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.** • BT 5.2.5c Compare evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

Speaking Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	• BT 5.3.1a Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. • BT 5.3.1b **Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.** • BT 5.3.1c Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. • BT 5.3.1d **Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.**
Listening Students will develop and demonstrate active listening skills across a variety of situations.	• BT 5.3.2a **Summarize a written text, read aloud, or information presented in diverse media and formats.** • BT 5.3.2b **Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.** • BT 5.3.2c Pose and respond to specific questions by making comment that contribute to the discussion and elaborate on the remarks of others.
Reciprocal Communication Students will develop, apply, and adapt reciprocal communication skills.	• BT 5.3.3a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • BT 5.3.3b Follow agreed-upon rules for discussions and carry out assigned roles. • BT 5.3.3c **Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.**

Multiple Literacies: Students will apply information fluency and practice digital citizenship.

Information Fluency Students will evaluate, create, and communicate information in a variety of media and formats to include textual, visual, and digital.	• BT 5.4.1a Organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings. • BT 5.4.1b **Model examples of using ethical information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g online citation tools).**
Digital Citizenship Students will practice the norms of appropriate and responsible technology use.	• BT 5.4.2b **Compare and select from teacher suggested digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.**