

# OAK LAWN-HOMETOWN DISTRICT 123

## FIFTH GRADE LITERACY ESSENTIAL OUTCOMES

### STATE GOAL 1: Read with understanding and fluency.

**Why this goal is important:** Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements, and a host of other materials. Using strategies for constructing meaning before, during, and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

#### GOAL 1 - STANDARD A: Apply word analysis and vocabulary skills to comprehend selections.

- Apply contextual clues to determine the meaning of unfamiliar words/phrases (e.g., homonyms, idioms and analogies) across a range of subjects.

#### GOAL 1 - STANDARD B: Apply reading strategies to improve understanding and fluency.

- Build and support plausible interpretations with evidence from the text through collaboration.
- Revise judgments during reading based on prior knowledge and connections (text-to-self, text-to-text, etc.) during reading.
- Identify cause and effect organizational patterns in fiction and nonfiction.
- Apply survey/preview strategies (e.g., use of bold print, organization of content, key words, graphics).

#### GOAL 1 – STANDARD C: Comprehend a broad range of reading materials.

- Identify the author’s most important message/theme.
- Determine how authors and illustrators express their ideas.
- Demonstrate the causes and effects of events in a story or nonfiction account using graphic organizers.
- Ask and respond to open-ended questions.

### STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

**Why This Goal Is Important:** Literature transmits ideas, reflects societies and eras, and expresses the human imagination. It brings understanding, enrichment, and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives, and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.

#### GOAL 2 - STANDARD A: Understand how literary elements and techniques are used to convey meaning.

- Predict how the story might be different if the author changed literary elements or techniques (e.g., dialect, setting, vocabulary).
- Describe how the development of theme, character, plot, and setting contribute to the overall impact of a literature selection.
- Identify characteristics and/or authors associated with various literary forms (e.g., short stories, novels, drama, documentaries, science fiction, historical fiction, myth, legend, folk tale, nonfiction).
- Make inferences about character traits and check text for verification.
- Recognize points of view in narratives (first person).

#### GOAL 2 - STANDARD B: Read and interpret a variety of literary works.

- Compare themes, conflicts and figurative language from diverse times and cultures.
- Read a wide range of nonfiction (e.g., books, newspapers, magazines, textbooks, visual media).

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### STATE GOAL 3: Write to communicate for a variety of purposes.

**Why This Goal Is Important:** *The ability to write clearly is essential to any person's effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today's world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals, and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.*

#### GOAL 3 – STANDARD A: Use correct grammar, spelling, punctuation, capitalization and structure.

- Demonstrate appropriate use of the eight parts of speech in writing (nouns, pronouns, adjectives, verbs, adverbs, conjunctions, prepositions, interjections).
- Develop multi-paragraph compositions that include first and second level support.

#### GOAL 3 - STANDARD B: Compose well-organized and coherent writing for specific purposes and audiences.

- Analyze basic audience and purpose for writing and choose the appropriate form (e.g., letters, poems, reports, narratives).
- Use figurative language.

#### GOAL 3 - STANDARD C: Communicate ideas in writing to accomplish a variety of purposes.

- Use the characteristics of a well-developed persuasive piece.
- Write creatively for a specified purpose and audience (e.g., short story, poetry, radio scripts, directions, TV commercial).
- Compose a multi-paragraph persuasive piece, which presents one position of an issue that offers sufficient support through multiple strategies (e.g., cause/. effect, compare/contrast).

### STATE GOAL 4: Listen and speak effectively in a variety of situations.

**Why This Goal Is Important:** *Of all the language arts, listening and speaking are those most often used on a daily basis at home, school, and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person's knowledge, skill, and credibility. In person, by telephone, or through video, good listening and speaking skills are essential to sending, receiving, and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students' repertoires.*

#### GOAL 4 - STANDARD A: Listen effectively in formal and informal situations.

- Infer speaker's bias and purpose.
- Separate main ideas from supporting facts and details.

#### GOAL 4 - STANDARD B: Speak effectively using language appropriate to the situation and audience.

- Identify and discuss techniques to arrive at consensus.
- Use appropriate grammar, word choice, and pacing.

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## FIFTH GRADE LITERACY ESSENTIAL OUTCOMES

**STATE GOAL 5: Use the language arts to acquire, assess and communicate information.**

**Why This Goal Is Important:** *To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual, and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.*

**GOAL 5 - STANDARD A: Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.**

- Gather information, through note taking, on a research topic.
- Recognize and apply criteria for determining credible sources.
- Compare and select information from a variety of sources.

**GOAL 5 - STANDARD B: Analyze and evaluate information acquired from various sources.**

- Create a bibliography in an acceptable format.
- Paraphrase, summarize, and reference information from several sources.

**GOAL 5 - STANDARD C: Apply acquired information, concepts and ideas to communicate in a variety of formats.**

- Communicate in an appropriate format, information that was gathered by either inquiry or research (e.g., interviews, surveys, software presentations).
- Evaluate and select text, graphic materials or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games).

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