

FIFTH GRADE READING/WRITING STANDARDS

E1: Reading

- **E1a - The student will read at least 25 books or equivalent each year.**
These include traditional and contemporary literature, magazines, textbooks, newspapers, and on line materials. The reading should represent material from at least three different literary forms and from 5 different writers.

Activities - reading log or journal, list of works read

- **E1b - Students read at least four books about one issue or subject or four books by a single author, four books on the same genre and produce evidence.**

Students will:

- make and support warranted and responsible assertions about the text
 - support assertions with elaborated and convincing evidence
 - draw the text together to compare and contrast themes, characters and ideas
 - make perceptive and well developed connections
 - evaluate writing strategies and elements of the author's craft
- **E1c - The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:**
 - restates or summarizes information
 - relates new information to prior knowledge and expertise
 - extends ideas
 - makes connections to related topics or information
 - **E1d - The student reads aloud, accurately (85-95%), familiar material of the quality and complexity illustrated in the sample reading list, and in a way makes meaning clear to listeners by:**
 - self correcting when discovers a miscue
 - use a range of cueing systems (phonics, context clues) to determine meaning
 - read with a rhythm, flow, and meter that sounds like everyday speech

E2: Writing

- **E2a - The students produces a report that:**
 - engages the reader by establishing a context, creating a persona, and otherwise developing reader interest
 - develops a controlling idea that conveys a perspective on the subjects
 - creates an organizing structure appropriate to a specific purpose, audience, and context
 - uses a range of appropriate facts and details
 - excludes extraneous and inappropriate information
 - uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote
 - provides a sense of closure to the writing
- **E2b - The student produces a response to literature that:**
 - engages the reader by establishing a context, creating a persona, and otherwise developing reader interest
 - advances a judgment that is interpretive, analytic, evaluative, or reflective
 - supports judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge
 - demonstrates an understanding of the literary work
 - provides a sense of closure to the writing

- **E2c - The student produces a narrative account (fictional or autobiographical) that:**
 - engages the reader by establishing a context, creating a point of view and otherwise developing reader interest
 - establishes a situation, plot, point of view, setting, and conflict (significance of events)
 - creates an organizational structure
 - includes sensory details and concrete language to develop plot and character
 - excludes extraneous details and inconsistencies
 - develops complex characters
 - uses a range of appropriate strategies, such as dialogue and tension or suspense
 - provides a sense of closure to the writing
- **E2d - The student produces a narrative procedure that:**
 - engages the reader by establishing a context, creating a persona, and otherwise developing reader interest
 - provides a guide to action that anticipates a reader's needs: creates expectations through predictable structures (heading, transitional words)
 - makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate
 - includes relevant information
 - excludes extraneous information
 - anticipates problems, mistakes, and misunderstandings that might arise for the reader
 - provides a sense of closure to the writing

E3: Speaking, Listening, and Viewing

- **E3a - The students participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:**
 - initiates new topics in addition to responding to adult initiated topics
 - asks relevant questions
 - responds to questions with appropriate elaboration
 - uses language cues to indicate different levels of certainty or hypothesizing
 - confirms understanding by paraphrasing the adult's directions or suggestions
- **E3b - The student participates in group meetings, in which the student:**
 - displays appropriate turn taking behaviors
 - actively solicits another person's comment or opinion
 - offers own opinion forcefully without dominating
 - responds appropriately to comments and questions
 - volunteers contributions and responds when directly solicited by teacher or discussion leader
 - gives reasons in support of opinions expressed
 - clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions
- **E3c - The student prepares and delivers an individual presentation in which the student:**
 - shapes information to achieve a particular purpose and appeal to the interests and background
 - knowledge of audience members
 - shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials
 - uses notes or other memory aids to structure the presentation
 - engages the audience with appropriate verbal cues and eye contact
 - projects a sense of individuality and personality in selecting and organizing content, and in delivery

- **E3d - The student makes informed judgments about television, radio, and film productions, that is the student:**
 - demonstrates an awareness of the presence of the media in the daily lives of most people
 - evaluates the role of the media in focusing attention and in forming an opinion
 - judges the extent to which media provide a source of entertainment as well as a source of information
 - defines the role of advertising as part of media presentation

E4: Conventions, Grammar, and Usage of the English Language

- **E4a - The student demonstrates a basic understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:**
 - grammar
 - paragraph structure
 - punctuation
 - sentence construction
 - spelling
 - usage
- **E4b - The student analyzes and subsequently revises to clarify it or make it more effective in communicating the intended message or thought. The student's revision should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:**
 - adding or deleting details
 - adding or deleting explanations
 - clarifying difficult passages
 - rearranging words, sentences, and paragraphs to improve or clarify meaning
 - sharpening the focus
 - reconsidering the organizational structure

E5: Literature

- **E5a - The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes, that is the student:**
 - identifies recurring themes across works
 - analyzes the impact of authors' decisions regarding word choice and content
 - considers the differences among genres
 - evaluates literary merit
 - considers the function of point of view or persona
 - examines the reasons for a character's actions, taking into account the situation and basic motivation of
 - the character
 - identifies stereotypical characters as opposed to fully developed characters
 - critiques the degree to which a plot is contrived or realistic
 - makes inferences and draws conclusions about contexts, events, characters, and settings

Examples: poem, short play, picture book, or story derived from instructional, expository, or journalistic writing