

Wapsie Valley Community Schools
Standards and Benchmarks
Language Arts
Grade 5

Standard 1: The student uses the reading process to comprehend print.

Benchmark: The student applies a wide range of research-based strategies to comprehend text.

- Makes, verifies, and refines predictions
- Draws conclusions, makes inferences, and deduces meaning
- Determines main idea, sequence, cause/effect, problem/solutions, and compare/contrast to understand stated information
- Distinguishes fact and opinion; realism/fantasy;
- Determines generalizations
- Skims several pages of text and summarizes key ideas
- Forms analogies for ideas in text
- Recognizes possible viewpoint/bias
- Summarizes, paraphrases, and visualizes text
- Interprets non-literal language used in text
- Uses graphic organizers independently before, during, and after reading

Benchmark: The student recognizes and understands vocabulary.

- Interprets non-literal language
- Understands the meaning of English derivatives of Latin and Greek roots
- Demonstrates an interest in the derivation of words
- Uses punctuation, explanatory phrases, and overall sense to gain and monitor word meanings
- interprets synonyms, antonyms, homonyms, homophones, homographs
- Uses specialized/technical/topical words
- Knows abbreviations, acronyms, and shortened forms of words
- Understands connotation and denotation
- Uses context clues for understanding words, phrases, and word referents
- Understands exaggeration, figurative language (e.g. simile, metaphor, idioms)
- Understands imagery and sensory words

Benchmark: The student uses phonics and structural analysis to decode unknown words.

- Maintains automatic and effective structural analysis strategies
- Uses syllabication and common syllable patterns for word identification
- Uses fix-up strategies

Benchmark: The student reads fluently.

- Reads smoothly at developmental level, with appropriate volume, phrasing, intonation, and pace

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Standard 2: The student reads for a variety of purposes and across content areas.

Benchmark: The student analyzes story elements and literary devices within a variety of genre.

- Infer traits, feelings, and motives of characters
- Describes and compares the human experience (e. g., birth, love, death, war) depicted across pieces of literature

- Reads flashback and foreshadowing and automatically slots ideas in a sequence with other text ideas
- Understands use of literary devices (progressive time, and mood) and identify author's words and cues to signal the device
- Compares texts by the same author to identify elements of style
- Compares and contrasts across selections, genre, and cultures
- Analyzes particular elements in varying communication forms of the same story, discussing why the authors made the decisions they did
- Reads a various genre and identifies qualities (drama/plays, fantasy, historical fiction, realistic fiction, traditional stories, fables, folk tales, myths, tall tales, biographies, autobiographies)
- Identifies the author's purpose (e.g. inform, entertain, persuade, express)
- Understands various points of view
- Identifies theme
- Assumes alternative points of view in a selection
- Explores how the authors' voices can evoke different responses and feelings

Benchmark: The student applies knowledge of text features and structures to comprehend informational text.

- Analyzes the structure of a text
- Uses chapter titles, headings, subheadings, and parts of books (index, table of contents, on-line tools)
- Analyzes information from maps, charts, tables, graphs, and diagrams
- Asks inferential and evaluative questions from informational text and identifies possible answers

Benchmark: The student reads independently for a variety of purposes.

- Selects, reads, and critically responds to a variety of texts, including contemporary and classic literature of increasing sophistication
- Develops signs of lifelong reading by choosing to read for a variety of purposes (for enjoyment, to understand self and others, for information and utility)
- Reflects on reading and responds by Inferring, analyzing, organizing ideas, making judgments, synthesizing and evaluating text
- Makes connections between personal experiences and ideas with those from other perspectives, experiences, customs, cultures, and curricular areas
- Keeps reading log/journal and/or list of favorite authors and works

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Standard 3: The student uses the writing process to communicate effectively.

Benchmark: The student applies a variety of strategies for composing a coherent message.

- Prewrites (brainstorms ideas, determines an organizational structure that is useful to the reader, outlines)
- Uses literary models to attempt more sophisticated uses of elements of literature (personification, point of view) in own writing
- Focuses writing on a chosen topic with well-supported, insightful details, across an entire piece, with strong leads and smooth transitions
- Applies sequence, description, cause/effect, problem/solution, compare/contrast text structure to expository writing
- Develops and enhances components of complex story structure within narrative writing (foreshadowing, flashback, etc.)
- Uses varying sentence patterns and lengths to slow reading down, speed it up, or create a mood (pacing and tone)
- Self-monitors writing to make sense
- Routinely revises, edits, and proofreads

Benchmark: The student demonstrates personal voice, clarity of language, and effective word choice.

- Chooses appropriate vocabulary, including words with prefixes and/or suffixes
- Demonstrates the use of Greek and Latin roots to expand written vocabulary
- Demonstrates the use of derivatives of various words to expand written vocabulary
- Demonstrates varied and precise word choice
- Uses vivid language to create visual and sensory images including exaggeration, personification, and anthropomorphism
- Revises words, sentences, and paragraphs with teacher and peer support to improve or clarify meaning and to attend to a particular audience
- Refines the use of a thesaurus for writing
- Uses multiple voices depicting characters well-suited to topic, purpose, and audience in narrative writing
- Writes complex sentences with conjunctions to combine sentences
- Writes sentences that are varied and fluent

Benchmark: The student produces legible writing that is grammatically and mechanically correct.

- Uses personal cursive style with correct letter formation and appropriate size
- Uses personal keyboarding style
- Uses correct spelling in final copy
- Uses resources to find correct spelling, synonyms, and replacement words
- Recognizes and uses parts of speech appropriately (e.g. verbs and verb tenses, nouns, pronouns, adjectives, adverbs, conjunctions, interjections, and prepositions)
- Applies a variety of sentence structures that flow fluently throughout the piece
- Demonstrates control of all writing conventions

Benchmark: The student writes fluently when prompted.

- Writes without resistance when given the time, place, and materials

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- Writes daily

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Standard 4: The student writes for a variety of purposes and across content areas.

Benchmark: The student uses knowledge of purpose, audience, text structure, and format in developing various forms of narrative, poetic, and expository text.

- Applies knowledge of features and elements of various text structures
- Composes a research report from notes and an outline
- Self-evaluates process and product as assessed against personal goals and criteria
- Composes stories that includes complex story structure
- Writes for a variety of purposes (e.g. TV show, movie, play, based on literature)
- Composes creative and critical responses to literature - synthesizes text-to-self, text-to-text, and text-to-world connections
- Composes expressive pieces: character sketches, description, personal narratives, and stories
- Composes in various genre (historical fiction, fables, folk tales, myths, tall tales, biographies, autobiographies, and poetry through own writing and storytelling)
- Composes to inform, persuade, entertain
- Composes essays, letters, pamphlets, paragraphs, and reviews
- Composes a variety of forms of poetry

Benchmark: The student uses writing as a tool for learning.

- Records learning or ideas by writing sentences in a literature log or journal
- Uses graphic organizers to organize concepts
- Writes labels, notes, captions, outlines
- Writes to reflect on/record the use of learning strategies
- Composes questions to extend thinking
- Writes to refine understanding of new concepts

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Standard 5: The student interacts effectively as a speaker.

Benchmark: The student demonstrates control of delivery skills.

- Produces a coherent message; uses familiar organizational patterns (i.e. compare/contrast; problem/solution)
- Asks questions for clarification and understanding
- Speaks confidently in an audible voice in a variety of situations
- Controls conventional grammar and usage when speaking
- Responds appropriately to questions, directions, and spoken messages
- Uses verbal and nonverbal communication in effective ways
- Maintains acceptable levels of poise, including body position/movement, eye contact, and vocal expression

Benchmark: The student uses oral language to communicate ideas, appropriate to the time, place and occasion.

- Engages in discussion and supports ideas with references
- Develops vocabulary through discussions
- Uses appropriate and new vocabulary to describe feelings, experiences, ideas
- Chooses appropriate vocabulary, including words with prefixes and/or suffixes
- Connects experiences, ideas, and cultural traditions with those of others through speaking
- Participates in informal and formal book talks
- Presents dramatic interpretations of literature and literary experiences
- Provides effective demonstrations to others in a group
- Speaks audibly when delivering oral reports
- Uses effective introductions, transitions, and conclusions
- Resolves conflict through negotiation and compromise

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Standard 6: The student interacts effectively as a listener.

Benchmark: The student demonstrates the behaviors of active listening.

- Maintains eye contact with the speaker
- Demonstrates attentive body language
- Listens attentively, responsively, and critically
- Listens to, compares, and values others' perspectives and ideas
- Responds appropriately in discussions to questions, directions, and spoken messages
- Self-monitors understanding of a spoken message and seeks clarification as necessary
- Participates as an effective audience member by providing specific feedback to others
- Listens to establish, maintain, and enhance relationships

Benchmark: The student uses listening skills to process information.

- Expands vocabulary through listening
- Listens for a purpose (enjoyment, information, vocabulary development, directions)
- Monitors ability to listen, understand, recall main ideas, sequence, details, and facts
- Listens and responds to peers in small groups
- Listens attentively and responsively to a variety of literature and texts
- Connects experiences, ideas, and cultural traditions with those of others through listening
- Draws conclusions from oral text
- Responds appropriately to directions, text read aloud, and oral presentations
- Automatically applies knowledge of main idea, compare/contrast, and problem/solution text structure
- Listens critically to oral reading, discussions, and evaluates spoken messages
- Understands and retells text and messages heard
- Identifies and analyzes a speaker's opinions and persuasive techniques
- Infers character traits when listening to oral text
- Visualizes speaker's examples and/or analogies
- Identifies the author's purpose (e.g. inform, entertain, persuade, express)
- Evaluates various points of view and adequacy and accuracy of details used by author
- Identifies theme
- Assumes alternative points of view in a selection

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Standard 7: The student creates, interprets and evaluates a variety of media.

Benchmark: The student uses knowledge of purpose, audience, and structure of various media to enhance learning.

- Interprets graphic sources (e.g., charts, maps, lists, poster/announcement, schedule, time, line, and pictures, etc.)
- Recognize bias, propaganda, and persuasive techniques in the media
- Uses presentation graphics, scanning, drawing, and painting software programs to create posters, graphics and to produce reports
- Critiques a variety of illustrations, illustrator's techniques, and media
- Analyzes the purpose and effects of illustrations, visuals, and media
- Analyzes the ways visual images/graphics contribute to, effect, and support meaning
- Selects, organizes, produces visuals to complement and extend meaning
- Compares/contrasts print, visuals, media
- Applies a variety of multi-media technology to create a detailed product
- Creates visual aids to support presentations
- Produces artwork and writing to reflect understanding of and to extend meaning of text

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Standard 8: The student investigates issues and ideas using a variety of sources.

Benchmark: The student accesses data from oral, print, and electronic media.

- Forms and revises relevant questions for inquiry
- Uses almanacs, atlases, biographies, bibliographies, data bases, dictionaries, diagrams, encyclopedias, internet, magazines, maps, globes, newspapers, nonfiction books, telephone books, textbooks, timelines and thesaurus as reference sources to locate and interpret information
- Uses book parts to facilitate data collection: title page, copyright page, table of contents, glossary, and index
- Uses captions, footnotes
- Uses alphabetical order and search techniques to locate information quickly and easily
- Uses author notes, copyright, outside experts and consultants, to determine credibility of sources
- Distinguishes relevant from irrelevant information in a text

Benchmark: The student interprets, evaluates, and synthesizes information to enhance learning.

- Interprets information in new contexts
- Supports assertions and results with convincing evidence
- Uses abbreviations when taking notes
- Takes notes on index cards to create an outline
- Uses graphics organizers, charts, graphs, diagrams, lists, maps, and outlines to organize information
- Uses available technology to organize information