

FLORIDA READING AND LANGUAGE ARTS STANDARDS: GRADE 5

INSTRUCTIONS: At the end of your final 180 days of teaching, complete this checklist indicating a **mastered skill** with an “M” and a **skill you are working on** with a “W”. If you find a **skill you are not ready to tackle**, indicate that with a “NA”. Submit this checklist with a completed a Private School Covering Semester Report available at <http://www.mycca.org/updates.htm>. Completed checklists for subjects that students are taking through CCA group classes are not required.

READING PROCESS

Phonics/Word Analysis Standard - The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text. The student will:

- ___ understand spelling patterns;
- ___ recognize structural analysis; and
- ___ use language structure to read multi-syllabic words in text.

Fluency Standard - The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression. The student will:

- ___ demonstrate the ability to read grade level text; and
- ___ adjust reading rate based on purpose, text difficulty, form, and style.

Vocabulary Development Standard - The student uses multiple strategies to develop grade appropriate vocabulary. The student will:

- ___ use new vocabulary that is introduced and taught directly;
- ___ listen to, read, and discuss familiar and conceptually challenging text;
- ___ use context clues to determine meanings of unfamiliar words;
- ___ categorize key vocabulary and identify salient features;
- ___ relate new vocabulary to familiar words;
- ___ identify “shades of meaning” in related words (e.g., blaring, loud);
- ___ use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;
- ___ use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;
- ___ determine the correct meaning of words with multiple meanings in context; and
- ___ determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
- ___ use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.

Reading Comprehension Standard - The student uses a variety of strategies to comprehend grade level text. The student will:

- ___ explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, maps), use prior knowledge to make and confirm predictions, and establish a purpose for reading;
- ___ identify the author’s purpose (e.g., to persuade, inform, entertain, explain) and how an author’s perspective influences text;
- ___ determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
- ___ identify cause-and-effect relationships in text;
- ___ identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;
- ___ identify themes or topics across a variety of fiction and nonfiction selections;
- ___ compare and contrast elements in multiple texts; and
- ___ use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

LITERARY ANALYSIS

Fiction Standard - The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. The student will:

- ___ demonstrate knowledge of the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;

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- ___ locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction;
- ___ demonstrate how rhythm and repetition as well as descriptive and figurative language help to communicate meaning in a poem;
- ___ identify an author's theme, and use details from the text to explain how the author developed that theme;
- ___ demonstrate an understanding of a literary selection, and depending on the selection, include evidence from the text, personal experience, and comparison to other text/media;
- ___ write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution;
- ___ identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects;
- ___ explain changes in the vocabulary and language patterns of literary texts written across historical periods; and
- ___ use interest and recommendations of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.

Nonfiction Standard -The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented. The student will:

- ___ locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations);
- ___ use information from the text to answer questions related to explicitly stated main ideas or relevant details;
- ___ organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, or summarizing);
- ___ identify the characteristics of a variety of types of text (e.g., reference, newspapers, practical/functional texts); and
- ___ use interest and recommendations of others to select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history) to continue building a core foundation of knowledge.

WRITING PROCESS

Prewriting Standard - The student will use prewriting strategies to generate ideas and formulate a plan. The student will prewrite by:

- ___ generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material) based upon teacher-directed topics and personal interests;
- ___ determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece; and
- ___ organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log).

Drafting Standard - The student will write a draft appropriate to the topic, audience, and purpose. The student will draft writing by:

- ___ using a prewriting plan to focus on the main idea with ample development of supporting details, elaborating on organized information using descriptive language, supporting details, and word choices appropriate to the selected tone and mood;
- ___ organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and
- ___ creating interesting leads by studying the leads of professional authors and experimenting with various types of leads (e.g., an astonishing fact, a dramatic scene).

Revising Standard - The student will revise and refine the draft for clarity and effectiveness. The student will revise by:

- ___ evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
- ___ creating clarity and logic by deleting extraneous or repetitious information and tightening plot or central idea through the use of sequential organization, appropriate transitional phrases, and introductory phrases and clauses that vary rhythm and sentence structure;

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- ___ creating precision and interest by expressing ideas vividly through varied language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and
- ___ applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

Editing for Language Conventions Standard - The student will edit and correct the draft for standard language conventions. The student will edit for correct use of:

- ___ spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;
- ___ capitalization, including literary titles, nationalities, ethnicities, languages, religions, geographic names and places;
- ___ punctuation, including commas in clauses, hyphens, and in cited sources, including quotations for exact words from sources;
- ___ the four basic parts of speech (nouns, verbs, adjectives, adverbs), and subjective, objective, and demonstrative pronouns and singular and plural possessives of nouns; and
- ___ subject/verb and noun/pronoun agreement in simple and compound sentences.

Publishing Standard - The student will write a final product for the intended audience. The student will:

- ___ prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
- ___ use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate; and
- ___ share the writing with the intended audience.

WRITING APPLICATIONS

Creative Standard - The student develops and demonstrates creative writing. The student will:

- ___ write narratives that establish a situation and plot with rising action, conflict, and resolution; and
- ___ write a variety of expressive forms (e.g., fiction, short story, autobiography, science fiction, haiku) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification, hyperbole), rhythm, dialogue, characterization, plot, and/or appropriate format.

Informative Standard - The student develops and demonstrates technical writing that provides information related to real-world tasks. The student will:

- ___ write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
- ___ record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate;
- ___ write informational/expository essays that state a thesis with a narrow focus, contain introductory, body, and concluding paragraphs;
- ___ write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and
- ___ write directions to unfamiliar locations using cardinal directions, landmarks, and distances, and create an accompanying map.

Persuasive Standard - The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader. The student will:

- ___ write persuasive text (e.g., essay, written communication) that establish and develop a controlling idea, and supporting arguments for the validity of the proposed idea with detailed evidence; and
- ___ include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole).

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COMMUNICATION

Penmanship Standard - The student engages in the writing process and writes to communicate ideas and experiences. The student will:

___ demonstrate fluent and legible cursive writing skills.

Listening and Speaking Standard - The student effectively applies listening and speaking strategies. The student will:

___ listen and speak to gain and share information for a variety of purposes, including personal interviews, dramatic and poetic recitations, and formal presentations; and

___ make formal oral presentations for a variety of purposes and occasions, demonstrating appropriate language choices, body language, eye contact and the use of gestures, the use of supporting graphics (charts, illustrations, images, props), and available technologies.

INFORMATION AND MEDIA LITERACY

Informational Text Standard - The student comprehends the wide array of informational text that is part of our day to day experiences. The student will:

___ read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).

Research Process Standard - The student uses a systematic process for the collection, processing, and presentation of information. The student will:

___ select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., usefulness, validity, currentness, objectivity) to select and use appropriate resources;

___ read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information;

___ write an informational report that includes a focused topic, appropriate facts, relevant details, a logical sequence, and a concluding statement; and

___ record basic bibliographic data and present quotes using ethical practices (e.g., avoids plagiarism).

Media Literacy Standard - The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making. The student will:

___ examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda; and

___ use a variety of reliable media sources to gather information effectively and to transmit information to specific audiences.

Technology Standard - The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes. The student will:

___ select and use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and

___ determine and use the appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic.

FLORIDA MATHEMATICS STANDARDS: GRADE 5

ALGEBRA

Big Idea 1 - Develop an understanding of and fluency with division of whole numbers.

- ___ Describe the process of finding quotients involving multi-digit dividends using models, place value, properties and the relationship of division to multiplication.
- ___ Estimate quotients or calculate them mentally depending on the context and numbers involved.
- ___ Interpret solutions to division situations including those with remainders depending on the context of the problem.
- ___ Divide multi-digit whole numbers fluently, including solving real-world problems, demonstrating understanding of the standard algorithm and checking the reasonableness of results.

Big Idea 2 - Develop an understanding of and fluency with addition and subtraction of fractions and decimals.

- ___ Represent addition and subtraction of decimals and fractions with like and unlike denominators using models, place value or properties.
- ___ Add and subtract fractions and decimals fluently and verify the reasonableness of results, including in problem situations.
- ___ Make reasonable estimates of fraction and decimal sums and differences, and use techniques for rounding.
- ___ Determine the prime factorization of numbers.

Supporting Ideas

- ___ Use the properties of equality to solve numerical and real world situations.
- ___ Construct & describe a graph showing continuous data, such as a graph of a quantity that changes over time.

GEOMETRY AND MEASUREMENT

Big Idea 3 - Describe three-dimensional shapes and analyze their properties, including volume and surface area.

- ___ Analyze and compare the properties of two-dimensional figures and three-dimensional solids (polyhedra), including the number of edges, faces, vertices, and types of faces.
- ___ Describe, define and determine surface area and volume of prisms by using appropriate units and selecting strategies and tools.

Supporting Ideas

- ___ Identify and plot ordered pairs on the first quadrant of the coordinate plane.
- ___ Compare, contrast, and convert units of measure within the same dimension (length, mass, or time) to solve problems.
- ___ Solve problems requiring attention to approximation, selection of appropriate measuring tools, and precision of measurement.
- ___ Derive and apply formulas for areas of parallelograms, triangles, and trapezoids from the area of a rectangle.

NUMBER AND OPERATIONS

Supporting Ideas

- ___ Identify and relate prime and composite numbers, factors and multiples within the context of fractions.
- ___ Use the order of operations to simplify expressions which include exponents and parentheses.
- ___ Describe real-world situations using positive and negative numbers.
- ___ Compare, order, and graph integers, including integers shown on a number line.
- ___ Solve non-routine problems using various strategies including “solving a simpler problem” and “guess, check, and revise.”

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DATA ANALYSIS

Supporting Ideas

- ___ Construct and analyze line graphs and double bar graphs.
- ___ Differentiate between continuous and discrete data and determine ways to represent those using graphs and diagrams.