

Urbana School District #116
FIFTH GRADE CORE EXPECTATIONS

LANGUAGE ARTS

Illinois State Goal 1: Read with understanding and fluency.

State Standard	District Core Expectations
1A: Apply word analysis and vocabulary skills to comprehend selections.	<ul style="list-style-type: none"> Apply a combination of vocabulary strategies (e.g., word patterns, structural analysis, root words, prefixes, suffixes) and word analysis to identify word meanings Use a glossary, dictionary and/or thesaurus to clarify and extend word meaning
1B: Apply reading strategies to improve understanding and fluency.	<ul style="list-style-type: none"> Read aloud age-appropriate fluently and accurately Use active reading strategies before, during, and after reading to increase understanding Use self-monitoring and self-correcting strategies continuously to increase understanding Set, monitor and accomplish own reading goals
1C: Comprehend a broad range of reading materials.	<ul style="list-style-type: none"> Identify and use text structure and signal words to strengthen comprehension Identify a given passage as fictional narrative, nonfiction narrative, persuasive, or expository Tell the author's purpose for writing fiction or nonfiction (inform, persuade, entertain) Tell how authors and illustrators express their ideas Distinguish between main idea and supporting details Identify implicit and explicit main ideas Paraphrase and summarize major information from a text Differentiate among cause/ effect and fact/ opinion Use information from text to formulate and support questions before, during and after reading Make inferences, generalizations, and conclusions about text and support them with text evidence and prior knowledge Draw conclusions from information in maps, charts, graphs, and diagrams Make inferences, draw conclusions and make connections from text to self, text to text, and text to world Identify if a set of instructions or procedures is complete

Illinois State Goal 2: Read and understand literature representative of various societies, eras and idea.

State Standard	District Core Expectations
2A: Understand how literary elements and techniques are used to convey meaning.	<ul style="list-style-type: none"> Classify the types of fiction and nonfiction genre by characteristic Identify literary elements (e.g., setting, plot, character, problem/ solution, climax, theme) and tell how they affect the story Identify events that are important to the development of the plot and subplot Explain the relationship between main and supporting characters Tell about characters' motivation Tell what characters are like by what they say or do or how the author or illustrator portrays them Tell why characters act as they do (like motivation, situation,

	<p>circumstance)</p> <ul style="list-style-type: none"> • Compare message, moral or lesson, and themes in a variety of works • Identify the rising action, climax, falling action and resolution • Identify figurative language in text such as metaphor, alliteration, personification, simile, onomatopoeia • Identify poetic devices like alliteration, onomatopoeia, rhyme scheme and unrhymed verse
2B: Read and interpret a variety of literary works	<ul style="list-style-type: none"> • Identify science fiction, historical fiction, fable, poem, fairytale, folktale, myth or legend, drama, biography, autobiography, essay, and nonfiction • Identify a passage as narrative, expository or persuasive • Identify common themes found in myth and traditional stories from different times and cultures • Respond to questions that reflect higher order thinking skills (generalization, analysis, synthesis, inference, and evaluation) • Compare stories to personal experience, prior knowledge or other stories

Illinois State Goal 3: Write to communicate for a variety of purposes.

State Standard	District Core Expectations
3A: Use correct grammar, spelling, punctuation, capitalization and structure.	<ul style="list-style-type: none"> • Use correct capitalization, punctuation, and Standard English grammar • Apply spelling patterns and strategies for self-correction • Spell high-frequency words correctly • Use an editing checklist, list of rules, or rubric to edit my own writing or that of others • Write legibly in cursive
3B: Compose well-organized and coherent writing for specific purposes and audiences.	<ul style="list-style-type: none"> • Use pre-writing strategies to generate ideas and plan my writing. • Revise own writing for specific writing traits (e.g. ideas, organization, word choice, sentence fluency, voice and conventions) using scoring rubric • Write a cohesive 4-5 paragraph essay with clear beginning, middle and end, including reasons and examples
3C: Communicate ideas in writing to accomplish a variety of purposes.	<ul style="list-style-type: none"> • Select a format (letter, review, poem, report, narrative) that best suits the intended audience and purpose for writing • Use appropriate language, detail, and format for a specified audience • Use a variety of writing forms (e.g., narrative, expository, persuasive, technical and creative) and meet the specified criteria of each type • Select a publishing form and produce a completed writing project to share with a chosen audience, using available technology as needed

Illinois State Goal 4: Listen and speak effectively in a variety of situations.

State Standard	District Core Expectations
4A: Listen effectively in formal and informal situations	<ul style="list-style-type: none"> • Listen with understanding and respond to directions, conversations, and discussions • Paraphrase and summarize what he/she hears • Participate in group discussions as an active listener, contributor or discussion leader
4B: Speak effectively using language appropriate to the situation and audience.	<ul style="list-style-type: none"> • Demonstrate awareness of audience/ speaker relationship • Adapt language usage, formality and vocabulary to a given situation • Speak in a variety of settings • Focus and share information on a single topic

Illinois State Goal 5: Use the language arts to acquire, assess and communicate information.

State Standard	District Core Expectations
5A: Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.	<ul style="list-style-type: none"> • Use a dictionary, atlas and almanac to find appropriate information • Use a systematic process for research (select a topic, ask questions, make a plan for gathering information) • Arrange information using an organizational format (e.g., outlining, sequencing) • Follow multiple-step written instructions • Create, use, and interpret graphic organizers to make meaning from text • Use text features to determine most important information • Determine which reference is needed to locate specific information • Access print and non-print information for reports • List sources of information selected for use in a project
5B: Analyze and evaluate information acquired from various sources.	<ul style="list-style-type: none"> • Paraphrase/ summarize major information from text • Use a variety of sources (reference books, newspapers, magazines, encyclopedias, interviews, technology, websites, experts) to gather information about a topic or research focus • Interpret information and restate it in my own words. I support it by citing the text • Gather information using features from text (captions, charts, graphs) • Compare information about the same topic found in different texts • Use evidence in text to generate and confirm or reject hypotheses • Generate questions of interest to research and narrow the focus of research • Evaluate the accuracy, currency, and reliability of materials from various sources
5C: Apply acquired information, concepts, and ideas to communicate in a variety of formats.	<ul style="list-style-type: none"> • Prepare a project using multiple sources • Communicate information that was gathered by either inquiry or research (e.g., interviews, surveys, software presentations) in an appropriate format (speaking, writing or using technology)

Revised 7/06