

FIFTH GRADE READING AND LANGUAGE ARTS MONITORING SHEET

STANDARD 1 – ORAL LANGUAGE AND LISTENING SKILLS

Tri. R/L.5.1 The student will develop listening skills

- _____ Developing an appreciation for the value of listening
- _____ Responding to questions
- _____ Following multi-step directions
- _____ Developing critical listening skills
- _____ Distinguishing fact from opinion
- _____ Responding to speaker in a variety of ways (asking questions, thinking aloud, contributing ideas)
- _____ Listening for a specific purpose: information, appreciation, entertainment, directions, persuasion
- _____ Identifying speaker's main point and supporting details

Tri. R/L.5.2 The student will speak effectively in oral communication and presentations

- _____ Presenting orally or taking part in a book report, interview, telling of a fable, choral speaking, poetry recitation, personal opinions, and directions with clear voice and at an appropriate pace
- _____ Using language and style appropriate to the audience, topic and purpose
- _____ Using evidence to support opinions
- _____ Organizing and summarizing content sequentially or around major ideas to paraphrase
- _____ Determining appropriate content for audience
- _____ Incorporating visual aids to support the presentation
- _____ Maintaining and using appropriate articulation skills through eye contact, facial expressions, and gestures
- _____ Using pitch, stress, enunciation, projection, and posture appropriate for communication setting
- _____ Making planned oral presentations
- _____ Summarizing main points before or after presentation
- _____ When posed with a question, using stated question as part of the answer
- _____ Using grammatically correct language and specific vocabulary
- _____ Reading with sufficient accuracy and fluency to support comprehension

STANDARD 2 – READING/LITERATURE

Tri. R/L.5.3 The student will employ strategies to decode words and increase vocabulary

- _____ Developing word meanings of unfamiliar words and acquiring multiple meanings of words
- _____ Identifying and using synonyms, antonyms, homophones and heteronyms
- _____ Identifying and using cognates

Tri. R/L.5.4 The student will work towards fluent reading

- _____ Reading and rereading stories, poems and passages with fluency and expression, self-correcting as necessary
- _____ Using structural clues to construct meaning
- _____ Utilizing base/root words including Greek and Latin roots in variant word forms
- _____ Demonstrating knowledge of roots, affixes, suffixes, synonyms, antonyms, and homophones
- _____ Being familiar with syllabic generalizations
- _____ Identifying and using abbreviations
- _____ Understanding the use of figurative language (metaphor, simile, alliteration, personification, onomatopoeia, hyperbole, idioms)

Tri. R/L.5.5 The student will demonstrate comprehension of literature selections in fiction and nonfiction

- _____ Developing fluency, accuracy, set purpose for reading, activating background knowledge
- _____ Analyzing literary elements (character, plot, setting, mood, theme, point of view)
- _____ Comparing and contrasting characters, setting, plot, point of view and theme
- _____ Identifying characteristics of common literary forms (fables, biography, autobiography, fantasy, historical fiction, patterned poetry, narrative verse, short stories, novels, drama, myths, tall tales, contemporary fiction)
- _____ Identifying and using figurative language (metaphor, simile, alliteration, personification, onomatopoeia, hyperbole, idioms)

- _____ Raising vital questions about the text, formulating them clearly and precisely
- _____ Gathering and assessing relevant information, using abstract ideas to interpret text effectively
- _____ Coming to well-reasoned conclusions and solutions, testing them against relevant criteria and standards
- _____ Communicating effectively with others in figuring out solutions to complex problems presented in literature, both fiction and non-fiction

Tri. R/L.5.6 Literary Elements and Genre

- _____ Identifying distinguishing characteristics of literary genres
- _____ Evaluating author's purpose/point of view
- _____ Recognizing techniques of persuasion and propaganda
- _____ Making inferences
- _____ Drawing conclusions – identifying cause and effect relationship
- _____ Confirming/revising predictions
- _____ Distinguishing and being able to support fact/opinion
- _____ Forming generalizations to make judgements/decisions
- _____ Organizing information/content of a selection
- _____ Identifying main idea/supporting details/sequence of events
- _____ Identifying problem/solution
- _____ Identifying steps in a process

Tri. R/L.5.7 Critical Thinking

- _____ Making multiple connections between texts and real world (text to self, text to text, text to world, text to media using reflection and reasoning)
- _____ Raising vital questions about the text, formulating them clearly and precisely
- _____ Gathering and assessing relevant information, using abstract ideas to interpret text effectively
- _____ Coming to well-reasoned conclusions and solutions, testing them against relevant criteria and standards
- _____ Communicating effectively with others in solving solutions to complex problems presented in literature, both fiction and non-fiction

STANDARD 3 – WRITING/GRAMMAR

Tri. R/L.5.8 The student will write daily – demonstrating knowledge of the writing process

- _____ Generating ideas using a variety of graphic organizers
- _____ Choosing and narrowing topics
- _____ Identifying purpose and audience
- _____ Using proper structure when constructing various forms of writing
 - _____ Journal
 - _____ Paragraphs (descriptive, narrative, expository, persuasive)
 - _____ Social letter/postcard
 - _____ Thank You
 - _____ Invitation and envelope
 - _____ Poem
 - _____ Book report
 - _____ Stories
 - _____ Outline
 - _____ News story
 - _____ Forms
 - _____ Multi-paragraph composition/report
 - _____ Multi-step instructions
 - _____ Advertisement
 - _____ Summary
 - _____ Critique/review
 - _____ Comparison/contrast
 - _____ Business letter
- _____ Demonstrating knowledge of and using topic, supporting, and concluding sentences

- _____ Varying sentence length and use of words within sentences
- _____ Using time-order and transitional words
- _____ Elaborating when constructing an effective message
- _____ Revising and evaluating writing for clarity/purpose by self as well as peer
- _____ Proofreading to correct grammar, syntax, spelling, punctuation
- _____ Publishing a minimum of two typed writing samples per trimester

___Tri. R/L.5.9 The student will apply grammatical rules when writing

- _____ Using correct sentence structure (simple, declarative, interrogative, imperative, exclamatory)
- _____ Understanding parts of a sentence (simple subject, simple predicate, direct object, understood subject, compound subject, compound predicate)
- _____ Identifying and editing run on sentences
- _____ Diagraming simple sentences
- _____ Identifying and using nouns
 - _____ Common
 - _____ Proper
 - _____ Singular
 - _____ Plural
 - _____ Possessives, as subject of sentence
 - _____ Gender
 - _____ Subjective complement
 - _____ Object of preposition
 - _____ Direct Object
- _____ Identifying and using pronouns in or as
 - _____ Person
 - _____ Number
 - _____ Gender
 - _____ Possessives
 - _____ Subject
 - _____ Direct Object
 - _____ Indirect Object
 - _____ Compound personal pronouns
 - _____ Subjective complement
 - _____ Object of preposition
- _____ Identifying and using adjectives
 - _____ Descriptive
 - _____ Limiting
 - _____ Proper
 - _____ Comparison of
 - _____ Demonstrative
 - _____ Articles
 - _____ Possessive
- _____ Identifying and using verbs
 - _____ Action
 - _____ Auxiliary/helping, being, linking
 - _____ Simple tenses and form
 - _____ Predicate
 - _____ Present and past participle
- _____ Identifying and using adverbs
 - _____ Time
 - _____ Place
 - _____ Manner
 - _____ Degree/comparison of
- _____ Identifying and using prepositions and prepositional phrases
 - _____ Adjectival phrases
 - _____ Adverbial phrases

_____ Conjunctions and interjections within a prepositional phrase

Tri. R/L.5.10 Following the standards of capitalization

- _____ Pronoun *I*
- _____ First word in a sentence
- _____ Proper nouns
- _____ Days of the week
- _____ Months of the year
- _____ Initials
- _____ Salutation
- _____ Closing of a letter
- _____ Titles of books
- _____ Poems
- _____ Story titles
- _____ Titles of honor and respect when preceding a name
- _____ Pronouns relating to God
- _____ Abbreviations of a word beginning with a capital letter
- _____ First word in a quotation
- _____ Proper adjectives

Tri. R/L.5.11. Following standards of punctuation

- _____ Using period after a declarative/imperative sentence, abbreviations, initials
- _____ Using question mark after an interrogative sentence
- _____ Using exclamation mark after an exclamatory sentence
- _____ Using comma in a friendly letter, address, date, salutation, closing, to separate words in a series, direct quotations, after “yes” or “no”
- _____ Using an apostrophe in contractions and to show singular/plural possession
- _____ Using quotation marks before/after a direct quotation, title of a poem
- _____ Using a comma before conjunctions when two simple sentences are joined
- _____ Using quotation marks to enclose titles of short stories, magazine articles, television shows and radio programs
- _____ Underlining titles of books, magazines, newspapers, movies and works of art

Tri. R/L.5.12 The student will use correct spelling

- _____ Using a multi-sensory approach to spelling correctly
- _____ Understanding structural principles and spelling patterns
- _____ Spelling words learned in the content areas correctly
- _____ Spelling high frequency words correctly

Tri. R/L.5.13 The student will write legibly

- _____ Writing with correct form, alignment, and spacing
- _____ Presenting work neatly done in cursive and manuscript

STANDARD 4 – RESEARCH

Tri. R/L.5.14 The student will locate information in reference sources and apply to research topic

- _____ Noting format and parts of books
- _____ Using alphabetical sequence to locate information
- _____ Collecting and recording information from a variety of print and non-print sources including the internet
- _____ Skimming materials to develop a general overview of content or to locate specific information
- _____ Developing notes that include important concepts, paraphrases, summaries, and identification of information sources
- _____ Learning and using correct MLA citation format both in-text and as a works-cited list
- _____ Developing an understanding of plagiarism and its repercussions

STANDARD 5 – MEDIA LITERACY

Tri. R/L.5.15 The student will learn how media messages are constructed and for what purposes

- _____ Differentiating between auditory, visual, and written media messages
- _____ Identifying the characteristics and effectiveness of a variety of media messages
- _____ Examining forms of media by identifying main questions raised by using details within the text
- _____ Creating age-appropriate media messages for evaluation with focus on the effectiveness of the message

STANDARD 6 – TECHNOLOGY

Tri. R/L.5.16 The student will explore the uses of available technology in the Reading/Language Arts program

- _____ Using safe and correct security procedures (passwords, ID)
- _____ Citing electronic sources of text and digital information properly
- _____ Selecting relevant information (content and images) from appropriate technology resources (websites, library catalogs, electronic reference materials)
- _____ Explaining and using search strategies for age-appropriate Web search tools, library catalogs, electronic databases
- _____ Using technology to communicate with and work collaboratively with groups in the school community and outside of the school community (e.g. students overseas)
- _____ Creating and presenting new documents to complete learning assignments and demonstrate new understanding through various formats (web pages, graphic organizers/spreadsheets, slide shows) appropriate for audience