Reading

Note:
These are end-of-year expectations for…

ROCKLIN UNIFIED
1866
Educational Excellence

Fifth Grade

Literature	
Key Ideas & Details	I can… ● accurately find the words or phrases from text that supports my answer. ● make logical conclusions based on the evidence in the text. ● create lists of clues stated in the text to support my inference. ● identify the theme (moral, lesson, meaning, message, view or comment on life) of a story, drama, or poem. ● use text to find how the character's traits and actions determine the theme. ● I can restate, sequentially, the main idea/events/points from a story, drama or poem in as few words as possible. ● find similarities and differences between two or more characters, settings, or events.
Craft & Structure	I can… ● figure out the meaning of an unusual words or phrases when I read by using context clues. ● can identify metaphors and similes as types of figurative language when used in text. ● determine the meaning of figurative language when used in text. ● can explain the structure of a story, drama, or poem. ● give details about how specific parts (sentences, paragraphs, chapters, scenes, stanzas) relate to each other and the whole. ● identify the narrator's or speaker's viewpoint in a text. ● tell how and why the events of a text are influenced by the narrator's or speaker's viewpoint.
Integration of Knowledge	I can… ● explain the elements of visual and multimedia presentations. ● explain how the elements of visual and multimedia presentations enhance my understanding and appreciation of text. ● identify characteristics of fictional genres. ● compare (and contrast) stories that deal with similar topics and problems (e.g., meaning of friendship, freedom, responsibility).

	Informational Text
Key Ideas & Details	I can... ● accurately find the words or phrases from text that supports my answer. ● make logical conclusions based on the evidence in the text. ● create lists of clues stated in the text to support my inferences. ● identify several main ideas and connect the supporting details. ● restate the main ideas and critical details. ● maintain chronological or logical order in as few words as possible. ● explain how two or more specific events, ideas, concepts, or individuals are connected. ● use specific events, ideas, concepts, from the information reading that I do to explain what happened and why.
Craft & Structure	I can... ● use context clues to help unlock the meaning of unknown words/phrases. ● use non-linguistic clues (maps, charts, etc.) to help unlock the meaning of unknown words/phrases. ● determine the appropriate definition of words that have more than one meaning. ● identify text structure specific to informational text. ● compare and contrast the structure of events, ideas, concepts, and information in two or more texts. ● compare the purpose of the text structure. ● tell how and why the events of an account are influenced by multiple viewpoints.
Integration of Knowledge	I can... ● locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) for a specific purpose. ● distinguish fact from opinion. ● support with evidence from the text. ● determine author's main purpose. ● develop notes to organize my thinking while reading several different sources. ● categorize notes from the different sources. ● interpret notes for a report. ● create a finished product that paraphrases what I learned.

Foundational Skills	
Phonics and Word Recognition	I can... ● use word-decoding strategies to read unfamiliar words. ● use my knowledge of consonant blends, long-vowel patterns and short vowel patterns to decode words. ● analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables. ● use my analysis of word structure to help me decode unfamiliar multisyllabic words.
Fluency	I can... ● read with purpose and understanding. ● read grade-level text fluently and show comprehension through voice, timing, and expression. ● recognize when a word I have read does not make sense within a text. ● self-correct misread or misunderstand words using context clues. ● reread with corrections when necessary. ● read prose and poetry aloud with accuracy, rate, and expression. ● use context to know if I am reading accurately and can self-correct when necessary.
Read and Comprehend Grade Level Text	I can... ● read and understand stories at my grade level. ● read and comprehend literature, including stories, dramas, and poetry. ● read and understand informational texts at my grade level. ● read a variety of informational texts, including history/social studies, science, and technical texts.

Writing

Opinion	I can... ● determine my opinion or point of view on a topic or text. ● include my opinion within the introduction of the topic when writing an argument. ● organize my ideas when writing an argument. ● support my opinion with facts and details when writing an argument. ● link opinions and reasons when writing an argument. ● write a concluding statement or paragraph to support my opinion when writing an argument.
Informative/ Explanatory	I can... ● select a topic and gather information to share with my audience. ● define common formatting structures and determine the best structure that will allow me to organize my information. ● introduce my topic by providing my general observation/focus; use formatting structures, illustrations, and multimedia to clarify my topic. ● explain my topic using precise language and domain-specific vocabulary. ● present my information in a formal style with a concluding statement or section that relates to the information presented.

Narrative	I can... ● define narrative and describe the basic parts of plot. ● orient (set the scene for) the reader by introducing the narrator, characters, and the event/situation that starts the story in motion. ● sequence the events in my story so that one event logically leads to the next. ● use concrete words and phrases as well as sensory details to help my reader understand the experiences and events. ● signal changes in time and place by using transition words, phrases, and clauses. ● write a logical conclusion when writing a narrative piece.
Knowledge of Language & Conventions	I can... ● know how to use different types of sentences in order to make a story more interesting to read ● understand how to expand, combine, or reduce sentences for meaning ● recognize dialects and registers when reading or listening ● know that dialects and registers are often used by authors for effect I can... ● determine conjunction (words that connect words, phrases, clauses, or sentences) and explain its function in a sentence. ● define preposition (a word that shows a relationship of a noun or pronoun to another word in a sentence) and explain its function in a sentence. ● define interjection (an exclamation or attention getter that expresses strong feeling and usually comes at the beginning of a sentence) and explain its function in a sentence. ● identify the past perfect, present perfect, and future perfect verb tenses and use them correctly. ● choose the correct verb tense to show time, sequence, state, and condition. ● identify when the incorrect verb tense has been used and make appropriate corrections. ● identify common correlative conjunctions and use them correctly when writing. ● determine when to capitalize words ● identify items in a series and punctuate them correctly. ● identify an introductory element and use a comma to separate it from the rest of a sentence. ● identify when a comma should be used to set off the words yes and not, tag questions, and direct address. ● identify the titles of words and choose the correct formatting style. ● identify misspelled words and use resources to assist me in spelling correctly. ● identify simple sentence structures (one independent clause), compound sentence structures (two or more independent clauses), and complex sentence structures (one independent clause and one subordinate clause) sentence structures. ● determine when to use varied sentence structures to create meaning, interest, and style in my writing. ● compare how authors use variations of English in stories, dramas, or poems.

	*** These standards are taught throughout the year in the above writing units.
Production & Distribution	I can… ● identify the writing style that best fits my task, purpose, and audience. ● use organizational/formatting structures (graphic organizers) to develop my writing ideas. ● compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. ● use prewriting strategies to formulate ideas. ● recognize that a well-developed piece of writing requires more than one draft. ● apply revision strategies. ● edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. ● prepare multiple drafts using revisions and edits to develop and strengthen my writing. ● recognize when revising, editing, and rewriting are not enough, and I need to try a new approach. ● use technology to produce and publish my writing. ● use technology *(e.g. email, blogs, Skype, etc.)* to communicate with others. ● choose credible websites on the Internet that will help my compose, edit, and publish my writing. ● use proper keyboarding skills to compose and prepare my writing for publication. ● write a minimum of one page in one sitting.
Research to Build and Present Knowledge	I can… ● define research and explain how research is different from other types of writing. ● focus my research around a question/topic that is provided to determine my own research worthy questions. ● choose several sources to gather information to answer research questions. ● analyze the information found in my sources to determine if it provides enough support to answer my questions. ● recall and gather important information from print and digital sources. ● take notes and organize information and list the sources that I have used. ● sort the information from my notes into provided categories. ● prepare a list of sources used during my research. ● define textual evidence ("word for word" support). ● determine textual evidence that supports my analysis, reflection, and/or research. ● analyze facts through compare/contrast, cause/effect, categorize, or sequence. ● defend my reaction that is defined by the facts. ● compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.
Range of Writing	I can… ● write for extended periods of time for many tasks, purposes and audiences. ● recognize that different writing tasks require varied time frames to complete. ● determine a writing format/style to fit my task, purpose, and/or audience. ● write for a variety of reasons.

Speaking & Listening and Language Standards

Comprehension and Collaboration	I can... ● read or study material to be discussed. ● list important information about the topic to be discussed. ● identify and follow the agreed upon rules for discussion and carry out assigned roles. ● ask questions when I do not understand. ● stay on topic by making comments about the information being discussed. ● make connections between the comments of others. ● explain my own ideas and tell what I've learned from a discussion. ● identify information from a text being read aloud. ● identify information that is presented in different formats. ● summarize a speaker's points using reasons and evidence he/she provides to support his/her claim.
Presentation of Knowledge and Ideas	I can... ● determine a logical sequence for presenting my ideas and facts. ● present my ideas and/or opinion with facts and relevant descriptive details that support the main idea or theme. ● report my information by speaking clearly and at an appropriate pace. ● identify main ideas or theme in my presentation that could be enhanced. ● determine and include an appropriate multimedia component or visual display to enhance my main ideas or themes. ● identify various reasons for speaking. ● adapt a speech for various tasks or situations. ● compose a formal speech that demonstrates a command of grade 5 Language standards.
Vocabulary Acquisition and Use	I can... ● infer the meaning of unknown words using context clues. ● recognize and define common Greek and Latin affixes and roots. ● break down unknown words into units of meaning to infer the definition. ● verify my inferred meaning of an unknown word by consulting reference materials. ● define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia) ● distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean) ● recognize when an author is using idioms, adages, and proverbs and determine his/her intended meaning. ● recognize word relationships and use the relationships to further understand each of the words. ● recognize the difference between general academic words and phrases. ● acquire and use grade-appropriate academic and domain specific words and phrase, including words that signal contrast, addition, and other logical relationships, to increase comprehension and expression.