

I CAN DO THIS!

Fifth Grade – English Language Arts

Name _____

	#	READING				
	1.0	Word Analysis, Fluency, and Vocabulary Development				
	1.1	I can read aloud with fluency, expression, and proper pacing.				
	1.2	I can use what I know about word origins, to help me read and understand unfamiliar words. <i>Examples: word roots, base languages.</i>				
	1.3	I understand and can explain common synonyms, antonyms and homographs. <i>(words with similar meanings, words that are opposites, words that have multiple meanings)</i>				
	1.4	I know some Greek and Latin word roots and can use them to help me read and understand new or complex words. <i>Example: controversial</i>				
	1.5	I understand and can explain figurative language that I find in my reading. <i>Examples: similes, metaphors</i>				

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	#	READING				
	2.0	Comprehension				
	2.1	I understand how text features make information more accessible and usable for the reader. <i>Examples: format, sequence, diagrams, illustrations, charts, maps</i>				
	2.2	I can analyze text that is organized in sequential or chronological order.				
	2.3	I can determine the main idea or concept in a text and find evidence that supports it.				
	2.4	I can draw inferences, conclusions, or generalizations about what I read and support them with evidence from the text and my own prior knowledge.				
	2.5	I can tell the difference between fact, opinion, and inference in what I read.				

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	#	READING				
	3.0	Literary Response and Analysis				
	3.1	I know the difference between poetry, drama, fiction and non-fiction and can explain why an author chose a particular form for their purpose.				
	3.2	I can identify the main problem or conflict in a story and explain how it was resolved.				
	3.3	I can analyze and discuss the characters' actions and motivations in a story and explain how they relate to the plot or theme.				
	3.4	I understand that the <i>theme</i> is the meaning or lesson in literature and I can recognize themes in things that I read.				
	3.5	I can explain the purpose of certain commonly used literary devices. <i>(Examples: imagery, metaphor, symbolism)</i>				
	3.6	I can recognize patterns and symbols that are repeated in myth and tradition by looking at literature from different cultures and eras. <i>Example: common archetypes; hero, quest, journey</i>				
	3.7	I can see how an author uses different techniques to influence the reader's perspective. <i>Example: character appeal, plot, figurative language</i>				

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	#	WRITING				
	1.0	Strategies				
	1.1	I can write a multi-paragraph narrative with a well developed plot, a setting, and an ending.				
	1.2	I can write a multiple-paragraph report with: <i>A central topic</i> <i>Clear sequence or chronological/order</i> <i>Good transitions</i> <i>Supporting details, facts, and explanations</i> <i>Conclusion with summary of main points</i>				
	1.3	I can use citations, endnotes, and bibliographies to help me find important information for a report.				
	1.4	I can create simple documents on the computer and know how to use features of particular programs. <i>Examples: passwords, menus, spell checker, thesaurus</i>				
	1.5	I know how to use a thesaurus to find alternate word choices and meanings.				
	1.6	I can edit and revise my writing to improve focus and clarify meaning. <i>Examples: add, delete, combine, rearrange words/sentences</i>				

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	#	WRITING				
	2.0	Applications				
	2.1	I can write a story or personal narrative with a plot, conflict, setting, and point of view. I can show, rather than tell, the events of the story.				
	2.2	I can write responses to literature that demonstrate my understanding of what I read. I can make judgments and interpretations about the text and support them with evidence.				
	2.3	I can write research reports about important ideas, issues, or events. <i>Create central questions to investigate.</i> <i>Develop a controlling idea or topic.</i> <i>Support the main idea with facts, details, examples, and explanations.</i>				
	2.4	I can write persuasive letters or essays that state a position, support it with evidence and address the reader's concerns.				

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	#	WRITING				
	1.0	Written and Oral Conventions				
	1.1	I can identify and use prepositional phrases, appositives, independent and dependent clauses; and I can use transitions and conjunctions to connect ideas.				
	1.2	I can identify and correctly use commonly misused verbs (<i>lie/lay, sit/set, rise/raise</i>), modifiers, and pronouns.				
	1.3	I can use a colon to separate hours and minutes and to introduce a list. I can use quotation marks around the exact words of a speaker and for titles of poems, songs, and short stories.				
	1.4	I use correct capitalization in my writing.				
	1.5	I can correctly spell word roots, suffixes, prefixes, contractions, and syllables.				

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	#	LISTENING AND SPEAKING				
	1.0	Strategies				
	1.1	I can ask thoughtful questions to seek new information.				
	1.2	I can understand a speaker’s purpose, perspective, and verbal and non-verbal messages. <i>(body language)</i>				
	1.3	I can make inferences and draw conclusions based on an oral report.				
	1.4	I can create an oral presentation with a focus, an organizational structure, and a clear point of view.				
	1.5	I can support my ideas clearly with evidence and examples.				
	1.6	I can engage the audience with appropriate verbal cues, facial expressions, and gestures.				
	1.7	I can identify, analyze, and critique persuasive techniques and find logical fallacies in presentations. <i>Examples: promises, dares, flattery, glittering generalities - found in advertisements.</i>				
	1.8	I can analyze the media as a source of information, entertainment, persuasion, interpretation of events, and transmission of culture.				

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	#	LISTENING AND SPEAKING				
	2.0	Speaking Applications				
	2.1	I can present a personal story or narrative with a situation, plot, point of view, and descriptive setting. I can show, rather than tell, the listener what happens.				
	2.2	I can give informational presentations (oral reports) about an important idea, issue, or event. <i>Create questions to investigate.</i> <i>Establish a controlling idea or topic.</i> <i>Support the main idea with facts, details, examples, and explanations.</i>				
	2.3	I can present an oral book report. <i>Summarize significant events and details.</i> <i>Show an understanding of what was read.</i> <i>Use examples and evidence from the book to support conclusions.</i>				