



SAN JUAN DEL SUR DAY SCHOOL

GRADE 5 LANGUAGE ARTS LEARNING OUTCOMES



Reading - Foundational Skills

Phonics and Word Recognition	I can use combined knowledge of all letter sound correspondences, syllabication patterns and morphology (roots & affixes) to read unfamiliar multisyllabic words both in and out of context.
Reading Fluency	I can fluently read books at my level with accuracy, appropriate rate, and expression.
	I can use context to confirm or self-correct words with which I am having trouble, and reread if necessary.
	I can read with sufficient accuracy and fluency to support comprehension.

Reading - Literature

Key Ideas & Details	I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	I can determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
	I can compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g. how characters interact).
	I can summarize a fiction text in my own words.
Craft and Structure	I can figure out the meanings of words or phrases in stories by thinking about how they are used, including figurative language.
	I can explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of the story or poem.
	I can describe how a narrator's or speaker's point of view influences how events are described.
	I can compare and contrast different stories by thinking about the points of view from which they are told.
Integration of Knowledge and Ideas	I can connect a certain topic to something in my life.
	I can explain how the elements of visual and multimedia presentations enhance my understanding and appreciation of text.
	I can compare and contrast stories in the same genre on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity	By the end of year, I can read and comprehend grade 5 stories and poetry proficiently.
	I can choose an appropriate text for personal enjoyment, interest, and academic tasks.

Reading - Informational Text

Key Ideas & Details	I can quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
	I can determine two or more main ideas of a text and explain how they are supported by key details.
	I can use my own words to summarize informational texts I have read.
	I can explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
	I can use my own words to summarize informational texts I have read.
Craft and Structure	I can figure out the meanings of words and phrases in science and social studies texts.
	I can describe the organization (e.g., time order, comparison, cause & effect or problem & solution) of events, ideas, concepts or information in informational texts.
	I can analyze multiple accounts of the same event or topic, and find similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas	I can figure out, understand and use information from charts, graphs, diagrams, time lines, animations or other internet presentations to help me explain my understanding of informational texts.
	I can explain how an author uses reasons and evidence to support particular points in informational texts.
	I can use information from two different informational texts on the same topic to help me write or speak with knowledge about the topic.
Range of Reading and Level of Text Complexity	By the end of year, I can read and comprehend grade 5 informational texts, including science and social studies texts, proficiently.
	I can choose an appropriate nonfiction text for personal enjoyment, interest, and academic tasks.



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Writing	
Text Type & Purposes - Opinion	I can write opinion pieces on topics or texts, determining my opinion, and supporting a point of view with facts and details when writing an argument.
	I can introduce a topic clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose, supported by facts and details, and provide a concluding statement with the opinion.
	I can give reasons that are supported by facts and details when writing my opinion.
	I can connect my opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
	I can write a conclusion (ending) related to my stated opinion.
Text Type & Purposes - Informative/Explanatory	I can write an informative text that introduces my topic and then groups related information together in paragraphs or sections.
	I can include special formatting (e.g., headings), illustrations and multimedia in my writing to help others understand my topic better.
	I can select a topic and gather information to share with my audience.
	I can explain my topic using precise language and domain-specific vocabulary, presenting my information in a formal style.
	I can develop a topic using facts, definitions, details, quotations, or other information and examples.
	I can write a conclusion statement or paragraph that is related to the information or explanation I present.
Text Type & Purposes - Narrative	I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	I can engage and orient the reader by establishing a situation, introducing a narrator and/or characters, and organizing an event sequence that unfolds naturally.
	I can use literary and narrative techniques such as dialogue, description, pacing, transitional words, and sensory details to convey experiences and events precisely.
	I can use a variety of transitional words, phrases, and clauses to manage the sequence of events.
	Use concrete words and phrases and sensory details to convey experiences and events precisely.
	I can use a varied words to introduce dialogue instead of "said" that provide more detail (e.g. whispered, grunted, replied).
	I can write conclusions (endings) to my stories that provide a sense of closure.
Writing Process - Production and Distribution of Writing	I can produce clear and organized writing in which the development and organization are appropriate to the task, purpose, and audience.
	I can use the writing process to plan, draft, revise, and edit my writing with the help of peers and adults.
	I can use technology to create and publish my writing.
	I can use appropriate keyboarding skills to type at least one page of my writing in a single sitting.
	I can use technology to communicate and work with others.
Research to Build and Present Knowledge	I can do short research projects to help me learn more about a topic through investigation of different aspects of a topic.
	I can remember what I have learned or find new information from books or technology to help me with my research.
	I can summarize and paraphrase information from sources using notes, providing a list of all sources used.
	I can use information from literary or informational texts to support my analysis, research, or reflection.
Range of Writing	I can write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or day or two) for a range of tasks, purposes, and audiences.
	I can independently select writing topics and formats for personal interest and academic tasks.



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Speaking & Listening

Comprehension & Collaboration		I can come to discussions prepared to share my ideas because I have read or studied what I needed to.
		I can successfully participate in discussions.
		I can ask and answer questions to help me understand discussions, stay on topic and that contribute to others' ideas and remarks.
		I can build on others' ideas and express my own ideas clearly.
		I can follow agreed-upon rules for discussion and carry out my assigned role.
		I can cooperate and problem solve appropriately for productive group discussions.
		I can use what I know and what I have read to explore new ideas about a topic during a discussion.
		I can think about what is discussed and explain any new thinking that I have.
		I can identify the reasons or evidence that a speaker gives to support his/her points.
		I can paraphrase or summarize text that is read aloud or information that is presented to me.
		I can follow multi-step oral directions.
Presentation & Knowledge of Ideas		I can report on a topic or tell a story with correct and appropriate facts and details to support my main idea.
		I can identify and list the sources I use to avoid plagiarism.
		I can orally recount an experience or report on a topic in an organized manner.
		I can speak clearly and at an appropriate speed when I give a report or share a story or experience.
		I can create engaging multimedia components and visual displays in presentations to enhance a main idea or theme.
		I can figure out when to use formal English and when it is appropriate to use informal English.
Media Literacy		I can understand and use different types of print, digital, and multimodal media.
		I can make informed judgements about messages promoted in the mass media (e.g. film, tv, magazines, ads, newspapers).
		I can use tools for locating print and electronic materials appropriate to the purpose.
		I can evaluate the accuracy and credibility of information found in digital sources.
		I can recognize ethical standards and use safe practices in social and personal media communications.
		I can create a multimedia work for a specific purpose with assistance (inform, share experiences, persuade, entertain), publish the work, and share it with an audience.
		I can evaluate the Fair Use of each visual or audio element used and create a list for documenting the sources used.



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Language		
Conventions of Standard English	Punctuation	I can use underlining, quotation marks, or italics to indicate titles of works.
		I can use commas and quotation marks to show direct speech and quotations from a text.
		I can use apostrophes appropriately to show possession.
		I can use the colon to introduce a list.
		I can use commas to separate an introductory element from the rest of the sentence, to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
	Spelling	I can use spelling patterns and rules to help me spell new words.
		I can spell commonly used words correctly and add prefixes and/or suffixes to them.
		I can correctly use commonly confused words (e.g., to, too, two; their & there).
	Parts of Speech	I can explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
		I can correctly write and use prepositional phrases.
		I can form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
		I can indicate degrees of possibility using adverbs (e.g. perhaps, surely), or modal verbs (e.g. might, should, will, must).
		I can correctly write and use progressive verb tenses to convey various times, conditions, or sequences (e.g., I was talking, I am talking, I will be talking).
	Sentence Structure	I can say and write simple, compound and complex sentences.
		I can recognize inappropriate sentence fragments and run on sentences.
		I can use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).
		I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that, or by missing out the pronoun.
		I can link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), and number (e.g. secondly), or tense choices (e.g. he had seen her before).
Use correlative conjunctions (e.g., either/or, neither/nor).		
Knowledge of Language	I can figure out when I need to use formal speech and when I can use informal speech.	
	I can choose interesting words and phrases to help others understand my meaning better.	
	I can choose various punctuation to help me show different moods in writing.	
	I can expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	
	I can compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	
Vocabulary Acquisition & Use	I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots.	
	I can interpret figurative language, similes and metaphors, idioms, adages, and proverbs.	
	I can use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words	
	I can understand and use domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g. however, although, nevertheless, similarly, moreover, in addition).	
	I can use print and computer dictionaries and thesauruses to help me find the pronunciation and meanings of new words.	
I can use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.		