

Performance Skill: Listen Attentively and Actively

Students are expected to:

- A. Clarify, interpret, evaluate, and respond to oral messages.
- B. Use appropriate verbal and nonverbal behaviors to understand a message in formal and informal situations.
- C. Appreciate and respect others' opinions and products.
- D. Follow oral instructions correctly.

Performance Skill: Respond to Spoken and Nonspoken Messages

Students are expected to:

- A. Participate in formal and informal classroom discussions demonstrating awareness of verbal cues, such as tone, pitch, feeling, and voice, and nonverbal cues, such as eye contact, posture, and gestures.
- B. Respect different points of view, maintaining focus on the ideas and not the speaker.
- C. Remain focused, ask questions, and make comments relevant to the topic.

Performance Skill: Express Spoken Ideas Clearly

Students are expected to:

- A. Express ideas clearly and concisely about what has been read, seen, heard, and/or experienced.
- B. Support ideas and justify responses, including taking a position and defending it.
- C. Take part in oral presentations, such as character roles, dramas, demonstrations, poetry readings, and reports.
- D. Evaluate and adjust spoken ideas.

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If you have any questions, please feel free to contact your child's teacher.

This project was funded by Federal Grants.

Galesburg Fifth Grade Academic Expectations for Language Arts



The teachers and administrators who work with fifth grade students have developed a very specific curriculum in reading and writing. Assisted by consultants, our educators have identified what students are expected to know and be able to do in the areas of reading, writing, listening, and speaking at the end of fifth grade. This curriculum has been named Fifth Grade Academic Expectations. It defines each of the Performance Skills on the Fifth Grade Report Card.

Expectations for Successful Learners

To be successful in literacy learning, students are expected to be:

RISK TAKERS

Risk taking occurs in a supportive environment where errors are accepted as indicators of what young people need to learn. A willingness to take risks helps students meet challenges and develop self-confidence.

GOAL SETTERS AND SELF-EVALUATORS

Goal setting establishes purposes and standards for the tasks at hand. Students gain ownership, become self-motivated, and are better able to maintain focus and control their own progress.

ENGAGED LEARNERS

Engaged learning occurs when students see relevance and value in what they are learning. Students who connect life experiences to reading and writing and who view themselves as readers and writers are more likely to be highly engaged learners who believe that outcomes are related to their actions.

PROBLEM SOLVERS

Activities, projects, and experiences provide many opportunities to solve problems. Problem solvers recognize the problem, investigate, and formulate solutions.

TEAM CONTRIBUTORS

Opportunities to interact with others help students achieve individual and group goals more effectively. Those who can read, write, speak, and listen well are valuable contributors in any setting where people are working cooperatively.

CULTURALLY-AWARE LIFE-LONG LEARNERS

Connections between classroom learning and the real world create an understanding of and appreciation for society and cultures. As students make these connections, they become informed, responsible, productive, and tolerant citizens.

TECHNOLOGY-PROFICIENT LEARNERS

Skilled use of technology provides students with opportunities to learn and communicate in new and effective ways. Students become proficient in using technology as they communicate, access information, and process ideas.

CRITICAL THINKERS

Citizens of a free society need a healthy skepticism when receiving information. Not everything one reads, hears, and sees is accurate or relevant to one's life. Therefore, it is essential that young people learn to think through and evaluate information effectively.

Performance Skill: Choose to Read Independently

Students need opportunities for sustained reading everyday to increase their fluency and vocabulary as well as to develop the lifelong reading habit. The amount of independent reading children do in and out of school is significantly related to gains in reading achievement.

Students are expected to:

- A. Engage in sustained silent reading each day for at least 15 minutes.
- B. Choose to read material at an appropriate level.
- C. Read and appreciate literature from different cultures and genres.
- D. Expand vocabulary through independent reading.
- E. Express ideas about what has been read, such as with conferences, journals, and sharing.
- F. Independently use reading resources to achieve own purpose and pursue own interests.

Performance Skill: Read for Understanding

When students read for understanding, they are able to connect what they read to what they already know.

Students are expected to:

- A. Read appropriate material with fluency and accuracy.
- B. Follow written directions correctly.
- C. Read and apply information from illustrations, graphs, charts, maps, tables, and flow charts.
- D. Summarize the main ideas from the text.
- E. Understand the deeper meaning of text, going beyond literal meaning to infer, draw conclusions, analyze, synthesize, and evaluate.
- F. Interpret how authors use elements of fiction, such as setting, characters, plot, point of view, and theme, to create meaning.
- G. Interpret how authors use organizational patterns, such as description, sequence, comparison, and cause and effect, to create meaning.
- H. Interpret how authors use literary techniques, such as foreshadowing, figurative language, and personification, to create meaning.

- I. Use relevant information to form, explain, and support questions and responses.
- J. Use inferences to make predictions, draw conclusions, and determine main themes before, during, and after reading.
- K. Demonstrate understanding through a variety of activities, such as book talks, conferences, first-person character talks, book jackets, bulletin boards, and story maps.

Performance Skill: Apply Reading Strategies

Students need to adjust the way they read depending on the difficulty of the material, their familiarity with the topic, and their purpose for reading. The ability to choose and apply appropriate reading strategies is critical to continued progress and development as a reader.

Students are expected to:

- A. Use a variety of word analysis strategies, such as context, syllable blending, and structural analysis, to unlock unfamiliar words encountered in reading.
- B. Apply knowledge of vocabulary to enhance understanding.
- C. Use before, during, and after reading strategies to get meaning, such as summarizing, predicting, visualizing and questioning.
- D. Self-monitor before, during, and after reading, and adjust strategies based on purpose and text difficulty.
- E. Create and use graphic organizers before, during, and after reading.
- F. Use the parts of informational texts, such as table of contents, index, glossary, and appendix, for a variety of purposes.

Performance Skill: Justify Responses to Information Read

Students are expected to:

- A. Organize ideas clearly, coherently, and logically.
- B. Support, defend, and justify responses, using sources such as prior knowledge, text examples, charts, tables, maps, and pictures.
- C. Support, defend, and justify responses orally and/or in writing.

Performance Skill: Read and Respond to a Variety of Literature

Students are expected to:

- A. Read, distinguish between, and appreciate literature from different cultures and genres.
- B. Recognize and discuss themes and other important ideas in literature.
- C. Respond to literature through activities, such as drama, media productions, visual arts, music, dance, sharing books, writing, and discussions.

Performance Skill: Write Based on Audience and Purpose

Students learn to write by writing. They need many opportunities to write for different audiences and different purposes. Using prewriting strategies to begin, and revising and editing as they write, helps students to communicate more effectively and to gain control over the conventions of written language, such as spelling and punctuation.

Show Willingness

Students are expected to:

- A. Engage in writing, whether working independently or cooperatively.
- B. Choose to write in a variety of forms, including poetry, summaries, journals, letters, writing to prompts, fiction, narrative, expository, and persuasive.

Plan and Organize

Students are expected to:

- C. Consider audience and purpose.
- D. Use prewriting activities, such as brainstorming, listing, categorizing, webbing, and mapping to generate ideas.
- E. Organize ideas using planning tools, such as outlines and other graphic organizers.
- F. Use resources, with some guidance, to gather information for reports and projects.

Compose

Students are expected to:

- G. Write multi-paragraph pieces, such as essays and letters, that show focus, cohesion, coherence, elaboration, and/or support.
- H. Write stories using the elements of fiction and incorporate some literary devices.
- I. Experiment with writing poetry.

Revise

Students are expected to:

- J. Reconsider audience, purpose, and elements of good writing to make sure ideas are clear and interesting to the reader (write like a reader/read like a writer).
- K. View the first draft as a work in progress (something to be improved).
- L. Use a variety of sentence structures and word choices to improve upon written ideas.
- M. Elaborate and clarify by adding, deleting, rearranging, and in other ways improving upon written ideas.
- N. Appreciate and respect others' writing and engage in peer revisions.

Edit

Students are expected to:

- O. Know and use conventions of standard English, including punctuation, capitalization, spelling, and grammar.
- P. Proofread, confer with others, and use resources to edit.
- Q. Publish a finished written product when required.

Performance Skill: Apply Spelling Strategies

Students are expected to:

- A. Use visual, phonetic, and meaning strategies.
- B. Show effort to monitor and self-improve spelling.
- C. Use a variety of spelling resources, including word walls, vocabulary lists, glossaries, dictionaries, spell check, encyclopedias, and individual word lists.

Performance Skill: Spell Required Words

Students are expected to:

- A. Work toward personal goals for spelling growth.
- B. Spell required words correctly on spelling tests and across the curriculum.
- C. Increase the number of high-frequency words spelled correctly in writing, including frequently misspelled words.