

Martensdale-St. Marys Community School

Reading/Language Arts Curriculum

Standard 1: Students will use multiple strategies to read a variety of texts.

5th Grade:

Benchmarks: The student will;	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
A. identify the characteristics of a variety of literary genres.	1.A.5.1: compare and contrast the differences in fiction and non-fiction text	Guided Reading Whole Group Reading Teacher Modeling Read Alouds Think Alouds Shared Reading Class Discussion Venn Diagram Refer to genre chart Book Share Reading Goals A.R. Supplement Program	Book Projects Anecdotal Records Teacher Observation Reading Journals Rubrics Lit. Circles Book Clubs Chart Logs/observation	
	1.A.5.2: independently reads a significant number of books and text each year in a variety of genres (fiction/non-fiction) (C,MCGF,T,G)	Guided Reading Whole Group Reading Teacher Modeling Read Alouds Think Alouds Shared Reading Class Discussion Venn Diagram Refer to genre chart Book Share Reading Goals A.R. Supplement Program	Book Projects Anecdotal Records Teacher Observation Reading Journals Rubrics Lit. Circles Book Clubs Chart Logs/observation	
B. identify similarities and differences in terms of setting, character, events, and recurring theme.	1.B.5.1: compare and contrast setting, character, problem, important events, outcomes and theme in a story	Teacher Modeling Whole Group Reading Guided Reading Read Alouds	Book Projects Anecdotal Records Teacher	

		Venn Diagram Story Maps Character Maps	Observation Reading Journals Authentic Assessment Skills Assignments Lit. Circles Book Clubs Inspiration Software	
C. make inferences by drawing conclusions, predicting outcomes from text and prior knowledge.	1.C.5.1: use and write inferences and predicting to determine author's purpose	Teacher led discussion Student led discussion Whole Group Reading Guided Reading Read Alouds Think Alouds Book clubs	Book Projects Anecdotal Records Teacher Observation Reading Journals Skills Assessment	
D. summarize, paraphrase, and sequence text to identify main idea and details.	1.D.5.1: determine the main idea and supporting details of a passage	Whole Group Reading Guided Reading Teacher Modeling Guided Practice Think Alouds Charts	Book Projects Anecdotal Records Teacher Observation Reading Journals Graphic Organizers Practice passages	
E. scan and survey to get meaning from text.	1.E.5.1: practice skimming and scanning passages	Story Mapping Teacher Modeling Whole Group Reading Guided Reading Practice	Book Projects Anecdotal Records Teacher Observation Reading Journals Paired Reading Book Clubs	
F. apply prior knowledge and relate it to new text.	1.F.5.1: use schema to discuss text in correlation with background knowledge	Teacher Modeling Whole Group Reading Guided Reading Shared Reading Class discussion Pair share Book Clubs/comprehension	Book Projects Anecdotal Records Teacher Observation Reading Journals	

		strategies		
<i>G. identify author's point of view and/or purpose.</i>	1.G.5.1 use reading strategies to identify author's purpose and point of view (C,MCGF,T,G)	Teacher Modeling Whole Group Reading Guided Reading Shared Reading Book Clubs/comprehension strategies Practice strategies	Book Projects Anecdotal Records Teacher Observation Reading Journals	

**Martensdale-St. Marys Community School
Reading/Language Arts Curriculum**

Standard 2: Students will read for fluency, comprehension, and purpose in content areas.

5th Grade:

Benchmarks: The students will:	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
A. monitor own reading fluency strategies.	2.A.5.1: monitor reading fluency by reading narrative and expository text aloud both silently and aloud) with appropriate pacing, intonation, and expression to support comprehension. (C,MCGF,T,G)	Choral Reading Partner Reading Reader's Theater Fluency Activities Read passages orally and silently Book clubs	Progress Monitoring DIBELS Partner Reading Book Clubs Rubric Teacher Observation	
B. demonstrate consistently pre-reading skills of previewing text, establishing a purpose for reading and making simple predictions.	2.B.5.1: use text information to make predictions, visualize, question, and clarify	Guided Reading Class Discussions Model Think Alouds Book Clubs	Teacher Led Discussion Reading Journals Observation Strategy Charts Rubric	
C. decode words.	2.C.5.1: demonstrate understanding of multiple decoding strategies to read words in text.	Daily Oral Language Spelling Activities Guided Reading Whole Class Reading Model Reading tools	Modeling and practicing Model decoding of prefix, suffix and root words Rubric Skills assignments	
D. form explicit mental pictures of concrete information	2.D.5.1: identify and write 5Ws (who, what, when, where and why) in a variety of genres (C,MCGF,T,G)	Guided Reading Whole Group Reading Model Independent/Shared Practice	Class discussions Writing products Graphic Organizers Rubric Authentic Assessment	

E. determine meaning of unknown words.	2. E.5.1: use context clues to understand words with multiple meanings.	Guided Reading Whole Group Reading Class Discussion/Model Reading Journals Vocabulary Games Think Aloud	Modeling Vocabulary Games Observation Writing products Skills Assessment Rubric	
	2.E.5.2: use reference materials to determine word meaning	Guided Reading Whole Class Reading Class Discussion/Model Reading Journals Vocabulary Games Think Aloud	Modeling Vocabulary Games Observation Writing products Skills Assessment Rubric	
F. demonstrate competence in vocabulary usage and word recognition.	2.F.5.1: investigate and use a variety of strategies to expand reading vocabulary.	Guided Reading Mini Lessons Reading Journals Vocabulary Strategies Vocabulary Cards Vocabulary Games	Reading Journals Graphic Organizers Rubric Skills Assessment Teacher Observation Writing products	
G. consistently confirm and revise simple predictions about the text.	2.G.5.1: use predictions periodically throughout reading (C,MCGF,T,G)	Guided Reading Whole Group Reading Reading Journals Class Discussions Think Alouds Journal	Graphic Organizers Class Discussions Reading Journal Teacher Observation	

**Martensdale-St. Marys Community School
Reading/Language Arts Curriculum**

Standard 3: Students will demonstrate knowledge of process, audience, purpose, and format in written work.

5th Grade:

Benchmark: The student will:	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
A. Demonstrate the ability to use descriptive language.	3.A.5.1: use writing as a tool for learning by identifying and using descriptive nouns, verbs, adjectives, and adverbs. (C,MCGF,T,G)			
B. draft, revise, edit, and publish a written composition conveying intended purpose.	3.B.5.1: use an effective writing process and apply writing skills and strategies to effectively communicate in a variety of genres with various audiences 3.B.5.2: Write on demand 3.B.5.3: Engage in the information literacy process: access, evaluate, and communicate information and ideas.	Teacher Modeling Guided Practice Independent Practice Peer Editing	Writing Samples Rubrics Journals	

**Martensdale-St. Marys Community School
Reading/Language Arts Curriculum**

Standard 4: Students will use correct grammar, mechanics, spelling, and usage in written work.

5th Grade:

Benchmarks: The student will:	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
A. use convention of print in writing.	4.A.5.1: uses technology as a tool to enhance writing (various resources). (T) (G)	Teacher led discussions Teacher modeling Independent practice Guided practice Journal	Writing products Reading journals Teacher observation Skill assessment	
B. coordinate	4.B.5.1: demonstrate knowledge of the correct use of	Teacher led	Writing	

convention in written composition.	English conventions in his/her writing (spelling, punctuation, grammar, usage, syntax and style appropriate to genre and writing situations).	discussion Teacher modeling Independent practice Guided practice Daily Oral Language Journal Writing projects	products Reading journals Teacher observation Rubrics	

**Martensdale-St. Marys Community School
Reading/Language Arts Curriculum**

Standard 5: Students will consider purpose, audience, and roles in spoken communication.

5th Grade:

Benchmarks: The student will:	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
A. communicate ideas clearly.	5. A.5.1: use appropriate grammar, word choice, and enunciation in class discussion/presentations. 5.A.5.2: Speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch and modulation (various situation). 5.A.5.3. Produce and deliver a coherent message. (C, MCGF, T, G)	Teacher modeling Guided Practice Independent Practice Presentations Corrective Feedback	Book Projects Reading Journals Rubrics Presentations Corrective feedback	

	(
<i>B. use appropriate delivery skills when listening or speaking.</i>	<p>5.B.5.1: Practice appropriate body language</p> <p>5.B.5.2: Participate appropriately in one-on-one situations and group settings.</p> <p>5.B.5.3: Evaluate oral communication.</p> <p>(C, MCGF, T.G)</p> <p>5.B.5.4: Respond appropriately to oral communication.</p> <p>(C, MCGF, T.G)</p>	<p>Role Playing</p> <p>Speeches</p> <p>Character Counts</p> <p>Teacher Modeling</p> <p>Real life/field trips</p>	<p>Book Projects</p> <p>Rubrics</p> <p>Observation</p> <p>Corrective feedback</p>	

***Martensdale-St. Marys Community School
Reading/Language Arts Curriculum***

Standard 6: Students will use listening skills for interpretation, feedback, and analysis.

5th Grade:

Benchmarks: The student will:	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
A. participate in discussions.	6.A.5.1: actively participate in oral communication by interpreting, evaluating, analyzing and responding appropriately to oral communication. (C, MCGF, T.G) 6.A.5.2: Listens to establish, maintain and enhance relationships. (C, MCGF, T.G)	Partner Sharing Teacher Modeling Corrective feedback Think aloud	Book Projects Rubrics Observation Corrective feedback	
B. use questions as a problem solving technique.	6.B.5.1: generate question relevant to the text. 6.B.5.2: Listens for information and understanding (ask questions to clarify). (C, MCGF, T.G)	Teacher Modeling Speeches Brainstorming Develop fat questions	Book Projects Rubrics Observation Journal Skills assessment Save the Last Word activities Book clubs	

**Martensdale-St. Marys Community School
Reading/Language Arts Curriculum**

Standard 7: Students will use multiple strategies for interpreting, analyzing, and applying viewed media.

5th Grade:

Benchmarks: The student will:	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
A. interpret connections between viewed media and course content.	7.A.5.1: identify how literary forms can be represented in visual narrative (T)	Compare and contrast (Venn Diagram) movies vs. books	Oral/Written lists Group discussions Rubrics Observation	
B. apply technology to aid in comprehending viewed media.	7.B.5.1: use a range of strategies to interpret and analyze visual media and its effects on society and culture. (T,MCGF,G)	Viewing literature on VHS/DVDs Listening to books on tape Digital notes Power point	Discussion Observation Rubrics Venn diagram	
C. demonstrate his/her understanding of viewed media as a narrative form and evaluate.	7.C.5.1: apply a variety of criteria to evaluate informational media and explain how literary forms can be represented in visual narratives (T)	Brainstorming lists Non-fictional analysis	Oral participation Peer feedback Graphic organizer	

**Martensdale-St. Marys Community School
Reading/Language Arts Curriculum**

Standard 8: Students will consider purpose, ethical concerns, and evaluative processes in research activities.

5th Grade:

Benchmarks: The student will:	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Strategies
A. use a wide variety of strategies to identify topics to investigate.	8.A.5.1: use a list of topics of interest to write about (C, MCGF,G,T)	Brainstorming Interest inventory Teacher modeling Class discussion Journal	Reading projects Graphic organizers software	
B. use multiple resources to find information for research topics.	8.B.5.1: familiarize and use technology as a tool to enhance writing by using various resources to find information such as technology, libraries, community, home, and classroom. (T)	Internet use Use of reference materials to locate answers Model Guided practice Games Journal	Skills assignment Rubric Observation Journal	
C. compile information into a well written report or summary.	8.C.5.1: organize information that reports on a given topic using note taking strategies (i.e., SQ3R) (C,T,G)	Reading journals Guided reading Classroom reading Model Note taking SQ3R Digital note taking software Note cards	Rubric	