

<b>Language Arts Assessment Framework</b> <b>Grade 5</b>	<b>BOLD=Eligible for CRT</b> <i>Italics=Classroom Assessment Only</i>
<u>Underlining=Performance standard moved to another Benchmark</u> <b>ALL CAPS=Performance standard moved from another Benchmark</b>	
<b>Strand: READING AND LISTENING FOR COMPREHENSION</b>	
<b>Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</b>	
<b>5-8 Benchmark I-A: Listen to, read, react to, and interpret information</b>	
<p>1. Listen actively and critically by:</p> <ul style="list-style-type: none"> <li>• asking questions</li> <li>• delving deeper into the topic</li> <li>• elaborating on the information and the ideas presented</li> <li>• evaluating information and ideas</li> <li>• making inferences and drawing conclusions</li> <li>• making judgments</li> </ul> <p>2. <u>Make connections between texts by recognizing similarities and differences based on a common theme, lesson, or message.</u> (Moved to III-B, position 6M)</p> <p>3. Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.</p> <p>4. Follow oral instructions that provide information about a task or assignment.</p>	
<b>5-8 Benchmark I-B: Gather and use information for research and other purposes</b>	
<p>1. Understand concept of primary source.</p> <p>2. Research multiple sources to deepen understanding and integrate information and ideas across varied sources and content areas by:</p> <ul style="list-style-type: none"> <li>• conducting research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, Internet, computer networks)</li> <li>• evaluating the usefulness and quality of information and ideas based on purpose, experiences, text(s) and graphics</li> </ul> <p>3. Make connections between print and non-print texts by recognizing similarities and differences using a variety of resources that contribute to informed decisions</p>	
<b>5-8 Benchmark I-C: Apply critical thinking skills to analyze information</b>	
<p>1. <u>Evaluate text to determine author's purpose and opinion by:</u></p> <ul style="list-style-type: none"> <li>• evaluating inferences, conclusions, and generalizations</li> <li>• identifying elements of fiction and non-fiction that support plot development, choice of words, effectiveness of figurative language and personification (moved to III-B, position 4M.)</li> </ul> <p>2. Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text.</p> <p>3. Respond to fiction, non-fiction, poetry, and drama using interpretive, critical, and evaluative processes by:</p> <ul style="list-style-type: none"> <li>• analyzing word choice and content</li> <li>• examining reasons for a character's actions</li> <li>• creating and presenting a product that demonstrates a personal response</li> <li>• examining alternative perspectives</li> </ul>	

4. Make informed judgments about bias, propaganda, stereotyping, and media techniques.
5. Analyze cause and effect relationships, compare and contrast information, facts, characters, and objects to predict a logical outcome based on the information in the selection. (moved to III-B, position 5M)
6. Distinguish between fact and opinion.

**5-8 Benchmark I-D: Demonstrate competence in the skills and strategies of the reading process**

1. Apply enabling strategies and skills to read by:
  - expanding and refining vocabulary through wide reading, word study, content area study, writing process elements, writing as a tool, debate, discussions, seminars, and examining the author's craft
  - using word reference materials
  - selecting key vocabulary critical to the text and applying appropriate meanings for understanding
  - reading independently to increase fluency and build background knowledge
2. Interact with the text by:
  - making predictions
  - formulating questions
  - supporting answers from textual information, previous experience, and/or other sources
  - drawing on personal, literary, and cultural understandings
  - seeking additional information
3. Read a variety of texts (e.g., fiction, nonfiction, newspaper and magazine articles, poetry, drama)
4. Choose materials to read independently, identifying the main ideas and significant details, and determine the correct sequence of events or information.

**Strand: -WRITING AND SPEAKING FOR EX PRESSION**

**Content Standard II: Students will communicate effectively through speaking and writing.**

**5-8 Benchmark II-A: Use speaking as an interpersonal communication tool**

1. Read aloud grade-level text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.
2. Use language to:
  - formulate hypotheses
  - evaluate information and ideas
  - present and support arguments
  - influence the thinking of others
3. Make presentations to inform or persuade, selecting vocabulary for impact..

**5-8 Benchmark II-B: Apply grammatical and language conventions to communicate**

1. Write sentences that use:
  - independent and dependent clauses
  - transitions
  - conjunctions to connect ideas
2. Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).
3. Use colons and quotation marks correctly.
4. Spell most commonly used words accurately using a multi-strategy approach to learn new spellings.

5. *Edit final product for grammar, language conventions, and format.*
6. *Create and deliver focused, coherent presentations that convey ideas clearly and relate to the background and interest of the audience using a variety of media.*
7. *Evaluate the content of oral communication*

**5-8 Benchmark II-C: Demonstrate competence in the skills and strategies of the writing process**

1. **Produce a variety of written products that demonstrate competence in:**
  - **persuasive writing (e.g., states a clear position, elaborates on the position with reasons, examples, information and other evidence)**
  - **autobiographical writing**
  - **essays that speculate on cause and effect**
2. *Apply the writing process through:*
  - **pre-writing**
  - **creating a rough draft**
  - **revising** *for clarity of thought and focused communication*
  - **editing**
  - *publishing and sharing of final product*
3. **Create journals, notes, stories, reports, and letters using appropriate formats and multimedia technologies to communicate to an audience for a specific purpose.**
4. *Focus revision on creating simple and/or complex sentences for clarity and impact and on developing a lead, characters, or mood.*

**Strand: LITERATURE AND MEDIA**

**Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.**

**5-8 Benchmark III-A: Use language, literature, and media to understand various social and cultural perspectives**

1. *Explain why similar character types are found in multiple cultures.*
2. *Identify social/cultural values and beliefs reflected in literature and media.*
3. *Identify archetypal patterns and symbols depicted through literature and media of various cultures.*

**5-8 Benchmark III-B: Identify ideas and make connections among literary work**

1. **Identify main conflict in a plot and describe how it is resolved.**
2. **Contrast the actions and motives of characters in literary works.**
3. **Explain the importance of a character's actions to the plot and theme of a literary work.**

**4M. EVALUATE TEXT TO DETERMINE AUTHOR'S PURPOSE AND OPINION BY:**

- **IDENTIFYING ELEMENTS OF FICTION and non-fiction that support PLOT DEVELOPMENT, CHOICE OF WORDS, EFFECTIVENESS OF FIGURATIVE LANGUAGE AND PERSONIFICATION** (moved from I-C.1.b)

**5M. ANALYZE CAUSE AND EFFECT RELATIONSHIPS, COMPARE AND CONTRAST INFORMATION, FACTS, CHARACTERS, AND OBJECTS TO PREDICT A LOGICAL OUTCOME BASED ON THE INFORMATION IN THE SELECTION.** (moved from I-C.5)

**6M. MAKE CONNECTIONS BETWEEN TEXTS BY RECOGNIZING SIMILARITIES AND DIFFERENCES BASED ON A COMMON THEME, LESSON, OR MESSAGE.** (Moved from I-A.2)