

District 89

Fifth Grade Literacy Benchmarks

A District 89 student in Fifth Grade demonstrates skills learned in Kindergarten through Third Grade, secures skills learned in Fourth Grade and . . .

Word Analysis and Vocabulary

- Uses a combination of word analysis and vocabulary strategies (phonics, word patterns, structural analysis, and context) to identify and understand single and polysyllabic words.
- Uses multiple resources to understand meaning of new words (dictionary, thesaurus, glossary, and computer software).
- Uses word origins, synonyms, and antonyms to construct meaning of new words.
- Uses high frequency root words and affixes to understand word meaning.
- Determines meaning of word from context when the word has multiple meanings.
- Understands and completes analogies.
- Understands and defines District 89 high frequency words and assigned vocabulary words.

Comprehension and Fluency

- Identifies and uses pre-reading strategies to improve comprehension, such as: prior knowledge, questioning, previewing, setting purpose, text structure, and establishing a hypothesis.
- Demonstrates use of proficient reader strategies to improve comprehension during reading, to enhance literal and inferential understanding of text, using surveying techniques (skimming, scanning) as needed to gain information.
- Continues using strategies after reading to improve comprehension, confirming or rejecting hypotheses, making meaningful connections to personal experiences or other texts.
- Uses evidence in text to verify inferences, develop synthesis, develop opinions, and reflect critically on the text.
- Recognizes characteristics of setting and theme.
- Recognizes characteristics of suspense, rising action, climax, and falling action in story plot.
- Recognizes literary elements and authors' style in a variety of selections.
- Reads aloud with expression, accuracy, and intonation in a manner that enhances comprehension.
- Reads a variety of genre independently for extended periods of time (30+ minutes).

Writing and Spelling

- Uses stages of writing process (prewriting, drafting, revising, editing, and publishing) to produce well-developed expository, narrative, persuasive pieces, and extended responses to literature.
- Develops multi-paragraph compositions that include introduction, first and second level support, and conclusion, with a variety of sentence types.
- Uses a variety of transition words to connect ideas.
- Elaborates ideas through facts, details, description, reasons, and narration.
- Writes with standard English conventions, including appropriate grammar, spelling, capitalization and punctuation.
- Writes creatively for specified purpose and audience, such as: short story, poetry, rap, play, parody, and song.
- Uses varied and descriptive vocabulary to enrich written language.
- Presents and discusses own writing with other students.

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- Responds constructively to other students' compositions.
- Spells District 89 high frequency words and previously learned spelling words correctly in written work.

Listening and Speaking

- Listens actively and attentively in whole class and small group activities, demonstrated by body language, eye contact, and controlled responses.
- Contributes constructively and politely to small and large group discussions with relevant responses, and respectful listening behaviors.
- Formulates relevant and focused questions and answers in a variety of settings.
- Paraphrases and summarizes the content of either formal and informal presentations or messages.
- Delivers oral presentations that are coherent, well-organized, and rehearsed.
- Uses spoken language that is clear, audible, and appropriate.