



# School District of Marshfield Literacy Standards – 5<sup>th</sup> GRADE

## LITERACY – Reading, Writing, Speaking & Listening, Language, Research/Inquiry, and Digital Learning

| <b>Wisconsin Academic Standards</b><br><i>Specific knowledge and skills that students will know and be able to do by the end of Fifth Grade.</i>  | <b>Marshfield Student Learning Target (“I can ....”)</b><br><i>These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences. This is not an inclusive list of learning targets.</i>   |
|---|---|
| <b>Foundational Skills</b>  |   |
| <p><b>Phonics and Word Recognition</b></p> <ul style="list-style-type: none"> <li>Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.5.3</b></li> <li>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <b>RF.5.3.A</b></li> </ul>  | <p><b>Phonics, Spelling, and Word Study:</b></p> <ul style="list-style-type: none"> <li>I can recognize and use syllables.</li> </ul> <p><b>Word Solving Actions:</b></p> <ul style="list-style-type: none"> <li>I can break words into syllables to read or write them.</li> <li>I can use word parts to derive the meaning of a word.</li> <li>I can recognize base words and remove prefixes and suffixes to break them down and solve them.</li> <li>I can use word parts to derive the meaning of a word.</li> <li>I can demonstrate ability to use automatically and flexibly a wide range of word-solving strategies (e.g., dividing words into syllables, using phonograms within multi-syllable words, using word parts, using prefixes and affixes, and connecting words to known words).</li> <li>I can use word-solving strategies, background knowledge, graphics, text context, and readers’ tools (glossaries, dictionaries) to solve words, including subject specific and technical words.</li> <li>I can notice and use word roots (Greek and Latin) to take apart words (commune: community, communicate, communism).</li> </ul> |
| <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Read with sufficient accuracy and fluency to support comprehension. <b>RF.5.4</b> <ul style="list-style-type: none"> <li>Read grade level text with purpose and understanding. <b>RF.5.4. A</b></li> <li>Read grade level prose and poetry orally with accuracy, appropriate rate and expression on successive readings. <b>RF.5.4. B</b></li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <b>RF.5.4.C</b></li> </ul> </li> </ul> | <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>I can reread to solve words or think about ideas and resume good rate of reading.</li> <li>I can reread dialogue with phrasing and expression that reflects understanding of character and events.</li> <li>I can demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding.</li> <li>I can orally read grade appropriate text with accuracy and demonstrate comprehension at wpm. (Fall: 105-145 Winter: 110-145 Spring: 115-145)</li> </ul>   |



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|--|--|
| <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text <b>RL.5.7</b></li> <li>Compare and contrast stories in the same genre on their approaches to similar themes and topics. <b>RL.5.9</b></li> </ul> | <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>I can notice and discuss how the author or illustrator has used illustrations and other graphics to convey meaning or create mood.</li> <li>I can identify and acknowledge sources of the information included in an oral presentation.</li> <li>I can use visual displays (diagrams, charts, illustrations, technology, ways that are clearly related to and extend the multimedia) in that are clearly related to and extend the topic of a presentation.</li> <li>I can reflect on information from both print and graphics.</li> <li>I can recognize similarities across texts (organization, style, theme).</li> <li>I can notice aspects of genre.</li> <li>I can discuss the selection of genre in relation to inferred writer’s purpose for a range of text.</li> <li>I can compare and contrast stories in the same genre and how they approached similar themes and topics.</li> </ul> |
| <p><b>Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. <b>RL.5.10</b></li> </ul>                       | <p><b>Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>I can self-select just right books and apply grade level thinking.</li> <li>I can read a variety of genres.</li> </ul>  |



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|--|---|
| <b>Reading Literature</b>  |   |
| <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <b>RL.5.1</b></li> <li>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; summarize the text. <b>RL.5.2</b></li> <li>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). <b>RL.5.3</b></li> </ul> | <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>I can remember where to find information in more complex texts so opinions can be checked by rereading.</li> <li>I can support predictions with evidence from the text or from knowledge of genre.</li> <li>I can draw conclusions and find evidence to support ideas.</li> <li>I can quote accurately from the text to support my opinions, predictions, and conclusions.</li> <li>I can provide evidence of understanding complex plots with multiple events and characters in responses.</li> <li>I can determine and discuss the theme of a story, drama, or poem and notice how the theme evolves.</li> <li>I can keep mental summaries of text while listening and reading. (This often occurs over several days).</li> <li>I can choose the most important information or ideas and facts when giving a summary.</li> <li>I can construct summaries that are concise and reflect the important and overarching ideas and information in texts.</li> <li>I can include ideas about how characters in a story respond to challenges when determining a theme.</li> <li>I can include ideas about how the speaker in a poem reflects upon a topic when determining a theme.</li> <li>I can write summaries that reflect literal understanding of a text.</li> <li>I can reflect awareness of the author’s underlying messages (themes).</li> <li>I can write and respond to the moral lesson of a text.</li> <li>I can connect character’s thoughts words or actions by maintaining memory of many different texts.</li> <li>I can connect characters across texts by circumstances, traits, or actions.</li> <li>I can notice similarities and differences between the characters, settings, or events in the texts I’ve connected.</li> <li>I can compare and contrast two or more character, settings, or events in a text using specific evidence from the text to support my thinking.</li> </ul> |
| <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. <b>RL.5.4</b></li> <li>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. <b>RL.5.5</b></li> <li>Describe how a narrator’s or speaker’s point of view influences how events are described. <b>RL.5.6</b></li> </ul>   | <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>I can notice the writer’s use of language (or the illustrator’s use of art) to evoke sensory images, feeling, and mood.</li> <li>I can notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of a text.</li> <li>In texts with multiple complex characters, I can infer traits, motivations, and changes through examining how the writer describes them, what they do, what they say and think, and what other characters say about them.</li> <li>I can show awareness of a writer’s use of figurative language and sensory imagery by using language from the text to support my thinking.</li> <li>I can recognize and discuss the artistic aspects of a text, including how illustrations and narrative form a cohesive whole.</li> <li>I can explain how a series of chapters, scenes, or stanzas fit together to help me build my understanding of the story.</li> <li>I can write about how a text is organized and how it helps me build my understanding of the story.</li> <li>I can recognize the writer’s choice of first, second, or third person and discuss and hypothesize the reasons for this decision.</li> <li>I can identify multiple points of view.</li> <li>I can describe how the point of view of the narrator/speaker influences how the events are described.</li> <li>I can recognize the narrator and discuss how the choice of first or third person point of view affects the reader.</li> </ul>   |



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|--|--|
| <b>Reading Informational Text</b>  |  |
| <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <b>RI.5.1</b></li> <li>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. <b>RI.5.2</b></li> <li>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. <b>RI.5.3</b></li> </ul>                    | <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>I can remember where to find information in more complex texts so opinions can be checked by rereading.</li> <li>I can form implicit questions and search for answers in the text while listening and during discussion.</li> <li>I can support my thinking with specific evidence based on personal experience or knowledge or evidence from the text.</li> <li>I can identify important ideas and information (longer texts with chapters and sometimes multiple texts).</li> <li>I can organize important information in summary form in order to remember and use them as background knowledge in reading or for discussion and writing.</li> <li>I can include appropriate and important details when summarizing texts.</li> <li>I can provide evidence from the text or from personal experience to support written statements about a text.</li> <li>I can make connections between the lives and motivations of individuals and their own lives.</li> <li>I can draw conclusions from information.</li> <li>I can use other sources of information to check the authenticity of a text (fiction, historical fiction, nonfiction) when questions arise.</li> <li>I can make connections among the ideas in a text(s) on the same topic or by the same author.</li> </ul>  |
| <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject areas. <b>RI.5.4</b></li> <li>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. <b>RI.5.5</b></li> <li>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. <b>RI.5.6</b></li> </ul> | <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>I can recognize and actively work to learn the meaning of new vocabulary words, including complex, specialized, and technical words.</li> <li>I can use specific vocabulary to talk about texts.</li> <li>I can notice new and useful words and intentionally record and remember them to expand oral and written vocabulary.</li> <li>I can purposefully acquire vocabulary from text and use new words in talk and writing (including technical words).</li> <li>I can use specific vocabulary to write about text.</li> <li>I can notice and understand when the writer uses description, temporal sequence, comparison and contrast, cause and effect, and problem and solution.</li> <li>I can provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text.</li> <li>I can understand and discuss how layout contributes to the meaning and effectiveness of both fiction and nonfiction texts.</li> <li>I can make connections between the text and other texts that have been read or heard (particularly text with diverse settings) and demonstrate in writing.</li> <li>I can comment on how layout contributes to the meaning and effectiveness of texts.</li> <li>I can provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text.</li> <li>I can derive the author’s purpose and stance even when implicitly stated.</li> <li>I can identify similarities across text.</li> <li>I can identify multiple points of view.</li> </ul> |



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|---|--|
| <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. <b>RI.5.7</b></li> <li>• Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). <b>RI.5.8</b></li> <li>• Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. <b>RI.5.9</b></li> </ul> | <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• I can use a full range of readers’ tools to search for information (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references).</li> <li>• I can draw information from both text (print) and nontext (photos, sound effects, animation, illustrations, variation in font and color) elements.</li> <li>• I can locate and validate information on the Internet (from approved sites).</li> <li>• I can understand the importance of multiple sites and resources for research.</li> <li>• Recognize similarities across texts (organization, style, theme).</li> <li>• I can note the different ways the nonfiction writer organized and provided information.</li> <li>• I can integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li> <li>• I can make connections among the ideas in a text (s) on the same topic or by the same author.</li> </ul> |
| <p><b>Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>• By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. <b>RI.5.10</b></li> </ul>  | <p><b>Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>• I can have memory of many texts and use them to make connections with new texts.</li> <li>• I can think critically about informational texts in terms of quality of writing, accuracy, and the logic of conclusions.</li> <li>• I can sustain attention to a text read over several days, remembering details and revisiting interpretations as new events are encountered.</li> <li>• I can infer causes of problem or of outcomes.</li> <li>• I can make connections between historical and cultural knowledge and a text.</li> <li>• I can include appropriate and important details when summarizing texts.</li> </ul>  |



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|--|---|
| <b>Speaking and Listening</b>  |   |
| <p><b>Comprehension and Collaboration</b></p> <ul style="list-style-type: none"> <li>• Engage in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others’ ideas and expressing their own clearly. <b>SL.5.1</b> <ul style="list-style-type: none"> <li>○ Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. <b>SL.5.1.A</b></li> <li>○ Follow agreed-upon rules for discussions and carry out assigned roles. <b>SL.5.1.B</b></li> <li>○ Pose and respond to specific questions making comments that contribute to the discussion and elaborate on the remarks of others. <b>SL.5.1.C</b></li> <li>○ Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. <b>SL.5.1.D</b></li> </ul> </li> <li>• Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <b>SL.5.2</b></li> <li>• Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. <b>SL.5.3</b></li> </ul> | <p><b>Comprehension and Collaboration</b></p> <ul style="list-style-type: none"> <li>• I can understand and think critically about information presented in media.</li> <li>• I can take responsibility for assuring that others have a chance to talk and use conversation techniques that encourage others to talk.</li> <li>• I can facilitate the entire group’s discussion by ensuring that no one dominates and everyone has a chance to speak.</li> <li>• I can ask clear questions and follow-up questions.</li> <li>• I can suggest new lines of thinking.</li> <li>• I can recall information, big ideas, or points made by others in conversation or from presentations by students or teachers.</li> <li>• I can analyze how a speaker uses evidence and examples effectively.</li> </ul> |
| <p><b>Presentation and Knowledge of Ideas</b></p> <ul style="list-style-type: none"> <li>• Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. <b>SL.5.4</b></li> <li>• Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. <b>SL.5.5</b></li> <li>• Adapt speech to a variety of contexts and task, using formal English when appropriate to task and situation. <b>SL.5.6</b></li> </ul>   | <p><b>Presentation and Knowledge of Ideas</b></p> <ul style="list-style-type: none"> <li>• I can make points in logical order, keeping audience in mind.</li> <li>• I can use examples that are clearly related to the topic.</li> <li>• I can use visual displays (diagrams, charts, illustrations, technology, multimedia) in ways that are clearly related to and extend the topic of a presentation.</li> <li>• I can create nonlinear presentations using video, photos, voice-over, and other elements.</li> <li>• I can demonstrate the use of specific language for different kinds of presentation (dramatic, narrative, reports, news programs).</li> </ul>   |



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## Wisconsin Academic Standards

Specific knowledge and skills that students will know and be able to do by the end of Fifth Grade.

## Marshfield Student Learning Target (“I can ....”)

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## Writing

### Text Types and Purposes

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **W.5.1**
  - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. **W.5.1.A**
  - b. Provide logically ordered reasons that are supported by facts and details. **W.5.1.B**
  - c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). **W.5.1.C**
  - d. Provide a concluding statement or section related to the opinion presented. **W.5.1.D**
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **W.5.2**
  - a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. **W.5.2.A**
  - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **W.5.2.B**
  - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*). **W.5.2.C**
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic. **W.5.2.D**
  - e. Provide a concluding statement or section related to the information or explanation presented. **W.5.2.E**
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **W.5.3**
  - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **W.5.3.A**
  - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **W.5.3.B**
  - c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **W.5.3.C**
  - d. Use concrete words and phrases and sensory details to convey experiences and events precisely. **W.5.3.D**
  - e. Provide a conclusion that follows from the narrated experiences or events. **W.5.3.E**

### Text Types and Purposes

- I can determine my opinion or point of view on a topic or text.
- I can include my opinion within the introduction of the topic when writing an argument.
- I can organize my ideas when writing an argument.
- I can support my opinion with facts and details when writing an argument.
- I can link opinion and reasons when writing an argument.
- I can write a concluding statement or paragraph to support my opinion when writing an argument.
- I can select a topic and gather information to share with my audience.
- I can define common formatting structures and determine the best structure that will allow me to organize my information.
- I can introduce my topic by providing my general observation/focus: use formatting structures, illustrations and multimedia to clarify my topic.
- I can explain my topic using precise language and domain-specific vocabulary.
- I can present my information with a concluding statement or section that relates to the information presented.
- I can define narrative and describe the basic parts of plot.
- I can orient (set the scene for) the reader by introducing the narrator, characters, and the event/situation that starts the story in motion.
- I can sequence the events in my story so that one event logically leads to the next.
- I can use dialogue, description and pacing to develop events.
- I can use dialogue, description and pacing to show how characters respond to situations.
- I can use concrete words and phrases as well as sensory details to help my reader understand the experiences and events.
- I can signal change in time and place by using transition words, phrases and clauses.
- I can write a logical conclusion when writing a narrative piece.



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|---|--|
| <p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>• Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <b>W.5.4</b></li> <li>• With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.) <b>W.5.5</b></li> <li>• With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. <b>W.5.6</b></li> </ul>  | <p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>• I can identify the writing style that best fits my task, purpose and audience.</li> <li>• I can use organizational/formatting structures to develop my writing ideas.</li> <li>• I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.</li> </ul> <p>With help...</p> <ul style="list-style-type: none"> <li>• I can use prewriting strategies to formulate ideas.</li> <li>• I can recognize that a well-developed piece of writing requires more than one draft.</li> <li>• I can apply revision strategies.</li> <li>• I can edit my writing by checking for errors in capitalization, punctuation, grammar, and spelling.</li> <li>• I can prepare multiple drafts using revisions and edits to develop and strengthen my writing.</li> <li>• I can recognize when revising, editing and rewriting are not enough and I need to try a new approach.</li> </ul> <p>With help...</p> <ul style="list-style-type: none"> <li>• I can use technology to produce and publish my writing.</li> <li>• I can choose credible websites on the internet that will help me compose, edit, and publish my writing.</li> <li>• I can use proper text entry skills to compose and prepare my writing for publication.</li> <li>• I can write a minimum of one page in one sitting.</li> </ul> |
| <p><b>Research to Build and Present Knowledge</b></p> <ul style="list-style-type: none"> <li>• Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. <b>W.5.7</b></li> <li>• Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. <b>W.5.8</b></li> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>W.5.9</b> <ol style="list-style-type: none"> <li>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text *e.g., how characters interact+”). <b>W.5.9.A</b></li> <li>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point*s+”). <b>W.5.9.B</b></li> </ol> </li> </ul> | <p><b>Research to Build and Present Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can define research and explain how research is different from other types of writing.</li> <li>• I can focus my research around a question/topic that is provided to determine my own research worthy question.</li> <li>• I can choose several sources to gather information to answer research questions.</li> <li>• I can analyze the information found in my sources and determine if it provides enough support to answer my question.</li> <li>• I can recall and gather important information from print and digital sources.</li> <li>• I can take notes and organize information and list the sources that I have used.</li> <li>• I can sort the information from my notes into provided categories.</li> <li>• I can prepare a list of sources used during my research.</li> <li>• I can define textual evidence.</li> <li>• I can determine textual evidence that supports my analysis, reflection or research.</li> <li>• I can analyze facts through compare contrast, cause/effect, categories, or sequence.</li> <li>• I can defend my reaction that is defined by the facts.</li> <li>• I can compose written responses and include textual evidence to strengthen my analysis, reflection or research.</li> </ul>  |





# School District of Marshfield Literacy Standards – 5<sup>th</sup> GRADE

| <b>Wisconsin Academic Standards</b><br><i>Specific knowledge and skills that students will know and be able to do by the end of Fifth Grade.</i>   | <b>Marshfield Student Learning Target (“I can ....”)</b><br><i>These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences.</i>  |
|--|---|
| <p><b>Range of Writing</b></p> <ul style="list-style-type: none"> <li>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <b>W.5.10</b></li> </ul>   | <p><b>Range of Writing</b></p> <ul style="list-style-type: none"> <li>I can write for extended periods of time for many tasks, purposes and audiences.</li> <li>I can recognize that different writing tasks require varied time frames to complete.</li> <li>I can determine a writing format/style to fit my task, purpose, and/or audience.</li> <li>I can write for a variety of reasons.</li> </ul>  |
| <p><b>Language</b></p>   |   |
| <p><b>Conventions of Standard English</b></p> <ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>L.5.1</b> <ol style="list-style-type: none"> <li>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. <b>L.5.1.A</b></li> <li>Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses. <b>L.5.1.B</b></li> <li>Use verb tense to convey various times, sequences, states, and conditions. <b>L.5.1.C</b></li> <li>Recognize and correct inappropriate shifts in verb tense.* <b>L.5.1.D</b></li> <li>Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). <b>L.5.1.E</b></li> </ol> </li> <li>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>L.5.2</b> <ol style="list-style-type: none"> <li>Use punctuation to separate items in a series. * <b>L.5.2.A</b></li> <li>Use a comma to separate an introductory element from the rest of the sentence. <b>L.5.2.B</b></li> <li>Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It’s true, isn’t it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). <b>L.5.2.C</b></li> <li>Use underlining, quotation marks, or italics to indicate titles of works. <b>L.5.2.D</b></li> <li>Spell grade-appropriate words correctly consulting references as needed. <b>L.5.2.E</b></li> </ol> </li> </ul> | <p><b>Conventions of Standard English</b></p> <ul style="list-style-type: none"> <li>I can define conjunction and explain its function in a sentence.</li> <li>I can define preposition and explain its function in a sentence.</li> <li>I can define interjection and explain function in a sentence.</li> <li>I can identify the past perfect, present perfect and future perfect verb tenses and use them correctly.</li> <li>I can choose the correct verb tense to show time, sequence, state and condition.</li> <li>I can identify when the incorrect verb tense has been used and make appropriate corrections.</li> <li>I can identify common correlative conjunctions and use them correctly when writing.</li> <li>I can determine when to capitalize words.</li> <li>I can identify items in a series and punctuate them correctly.</li> <li>I can identify and use a comma to set off the words <i>yes</i> and <i>no</i>.</li> <li>I can identify and use a comma to indicate direct address.</li> <li>I can identify and use underlining, quotation marks, or italics to indicate titles of works.</li> <li>I can spell grade-appropriate words correctly.</li> </ul> |
| <p><b>Knowledge of Language</b></p> <ul style="list-style-type: none"> <li>Use knowledge of language and its conventions when writing, speaking, reading, or listening. <b>L.5.3</b> <ol style="list-style-type: none"> <li>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. <b>L.5.3.A</b></li> <li>Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. <b>L.5.3.B</b></li> </ol> </li> </ul>   | <p><b>Knowledge of Language</b></p> <ul style="list-style-type: none"> <li>I can identify simple sentence structures and complex sentence structures.</li> <li>I can determine when to use varied sentence structures to create meaning, interest, and style in my writing.</li> <li>I can compare how authors use variations of English in stories, dramas, or poems.</li> <li>I can contrast how authors use variations of English in stories, dramas, or poems.</li> </ul>   |



## School District of Marshfield Literacy Standards – 5<sup>th</sup> GRADE

| <b>Wisconsin Academic Standards</b><br><i>Specific knowledge and skills that students will know and be able to do by the end of Fifth Grade.</i>   | <b>Marshfield Student Learning Target (“I can ....”)</b><br><i>These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences.</i>  |
|--|---|
| <p><b>Vocabulary Acquisition and Use</b></p> <ul style="list-style-type: none"><li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and disciplinary</i>, choosing flexibly from a range of strategies. <b>L.5.4</b><ul style="list-style-type: none"><li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. <b>L.5.4.A</b></li><li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). <b>L.5.4.B</b></li><li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <b>L.5.4.C</b></li></ul></li><li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>L.5.5</b><ul style="list-style-type: none"><li>a. Interpret figurative language, including similes and metaphors, in context. <b>L.5.5.A</b></li><li>b. Recognize and explain the meaning of common idioms, adages, and proverbs. <b>L.5.5.B</b></li><li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. <b>L.5.5.C</b></li></ul></li><li>• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). <b>L.5.6</b></li></ul> | <p><b>Vocabulary Acquisition and Use</b></p> <ul style="list-style-type: none"><li>• I can infer the meaning of unknown words using context clues.</li><li>• I can recognize and define common Greek and Latin affixes and roots.</li><li>• I can break down unknown words into units of meaning to infer the definition.</li><li>• I can verify my inferred meaning of unknown words by consulting reference materials.</li><li>• I can define and identify various forms of figurative language.</li><li>• I can distinguish between literal language and figurative language.</li><li>• I can recognize when an author is using idioms, adages, and proverbs and determine his/her intended meaning.</li><li>• I can recognize word relationships and use the relationships to further understand each of the words.</li><li>• I can recognize the difference between general academic words and phrases.</li><li>• I can acquire and use grade-appropriate academic and domain words and phrases including words that signal contrast, addition, and other logical relationships, to increase comprehension and expression.</li></ul> |



# School District of Marshfield Literacy Standards – 5<sup>th</sup> GRADE

| <b>Wisconsin Academic Standards</b><br><i>Specific knowledge and skills that students will know and be able to do by the end of Fifth Grade.</i>   | <b>Marshfield Student Learning Target (“I can ....”)</b><br><i>These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences.</i>   |
|--|--|
| <b>Speaking and Listening</b>  |  |
| <p><b>Comprehension and Collaboration</b></p> <ul style="list-style-type: none"> <li>• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.               <ol style="list-style-type: none"> <li>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ol> </li> <li>• Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li> </ul> | <p><b>Comprehension and Collaboration</b></p> <ul style="list-style-type: none"> <li>• I can read or study material to be discussed.</li> <li>• I can list important information about the topic to be discussed.</li> <li>• I can identify and follow the agreed upon rules for discussion and carry out assigned roles.</li> <li>• I can ask questions when I do not understand.</li> <li>• I can stay on topic by making comments about the information being discussed.</li> <li>• I can make connections between the comments of others.</li> <li>• I can explain my own ideas and tell what I’ve learned from a discussion.</li> <li>• I can identify information from a text being read aloud.</li> <li>• I can identify information that is presented in different formats.</li> <li>• I can summarize the information gathered to determine the main idea and support details.</li> <li>• I can identify a speaker’s claims that are supported by reasons and evidence.</li> <li>• I can summarize a speaker’s points using reasons and evidence he/she provides to support his/her claim.</li> </ul> |
| <p><b>Presentation of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</li> <li>• Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</li> <li>• Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</li> </ul>   | <p><b>Presentation of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• I can determine a logical sequence for presenting my ideas and facts.</li> <li>• I can present my ideas and/or opinion with facts and relevant descriptive details that support the main idea or theme.</li> <li>• I can report my information by speaking clearly at an appropriate pace.</li> <li>• I can identify main ideas or theme in my presentation that could be enhanced.</li> <li>• I can determine and include an appropriate multimedia component or visual display to enhance my main ideas or themes.</li> <li>• I can identify various reasons for speaking.</li> <li>• I can adapt speech for various tasks or situations.</li> <li>• I can compose a formal speech that demonstrates a command of grade 5 Language standards.</li> </ul>  |



# School District of Marshfield Literacy Standards – 5<sup>th</sup> GRADE

## Wisconsin Academic Standards

Specific knowledge and skills that students will know and be able to do by the end of Fifth Grade.

## Marshfield Student Learning Target (“I can ....”)

These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences.

### Digital Learning

#### Empowered Learner

- Articulate a set of personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes. **1a**
- Build networks and customize their learning environments in ways that support the learning process. **1b**
- Use technology to seek feedback that informs and improve their practice and to demonstrate their learning in a variety of ways. **1c**
- Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies, and are able to transfer their knowledge to explore emerging technologies. **1d**

#### Digital Citizen

- Engage in positive, safe, legal and ethical behavior when using technology, including social media interactions online or when using networked devices. **2b**
- Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. **2c**

#### Knowledge Constructor

- Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. **3a**
- Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. **3b**
- Curate information from digital resources using a variety of tools and methods to create collections of artifacts and demonstrate meaningful connections or conclusions. **3c**

#### Computational Thinker

- Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making. **5b**

#### Creative Communicator

- Choose the appropriate platforms and tools for meeting the desired objective of their creation or communication. **6a**
- Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations. **6c**
- Publish or present content that customizes the message and medium for a variety of audiences. **6d**

#### Global Collaborator

- Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning. **7a**
- Use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints. **7b**
- Contribute constructively to project teams, assuming various goals and responsibilities to work effectively toward a common goal. **7c**
- Explore local and global issues and use collaborative technologies to work with others to investigate solutions. **7d**

- I can communicate with my classmates and teacher using technology.
- I can articulate when it is acceptable to use people’s work, and how to write a citation.
- I can use online resources to locate information with effective keyword searches.
- I can create MLA style citations for online articles and professional sites.
- I can compare and contrast the difference between online only friends and in person friends.
- I can analyze why private information should not be shared online.
- I can reflect on the characteristics that make someone an upstanding citizen.
- I can compare the responsibilities to both online and offline communities.
- I can understand what types of websites have privacy policies and why.
- I can empathize with the targets of cyberbullying.
- I can recognize some key similarities and differences between in person and cyberbullying.
- I can identify strategies for dealing responsibly with cyberbullying.
- I can compare and contrast gender stereotypes.
- I can evaluate online media messages that convey gender stereotypes.
- I can explore new applications based on knowledge from applications I have used before.
- I can identify the best digital tool for a certain task and combine it with other digital tools to achieve a desired result.