

Schoolwide Benchmark Assessment Plan

Language Arts Standards

Test 1 September

Test 3 January

Test 2 November

Test 4 March

		FIFTH GRADE			FIFTH GRADE	
Test	Standard	Category	Essential Language Standards		Kid Friendly Standards	
1	1.2	Word Analysis, Fluency, and Systematic Vocabulary Development	Use word origins to determine the meaning of unknown words.	1.2	I can look at a word that I do not know and find parts of the word that I do know to understand its meaning	
1	2.5	Reading Comprehension (Focus on Informational Materials)	Distinguish facts, supported inferences, and opinions in text.	2.5	I can tell the difference between facts, opinion, and supported inferences in what I read.	
1	1.3	Written and Oral English Language Conventions	Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.	1.3	I can use a colon to separate hours and minutes and to start a list; use quotation marks around what someone is saying, titles of poems, songs, and the title of short stories.	
1	1.1	Writing Strategies	Create multiple-paragraph narrative compositions: <ol style="list-style-type: none"> a. Establish and develop a situation or plot. b. Describe the setting. c. Present an ending. 	1.1	Write a story with more than one paragraph and that has a plot that is well developed, a setting and an ending.	
2	1.3	Word Analysis, Fluency, and Systematic Vocabulary Development	Understand and explain frequently used synonyms, antonyms, and homographs.	1.3	I can understand words that are alike, not alike, and s words that are spelled differently, but sound the same	
2	2.3	Reading Comprehension (Focus on Informational Materials)	Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.	2.3	I can find the main idea and other concepts in the reading passages.	
2	1.6	Writing Strategies	Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.	1.6	I can look at and correct my writing to improve what I am trying to say and to focus my writing by adding, taking out, combining, clarifying, and rearranging words and sentences.	
2	2.1*	<i>Writing Applications (at least 500 to 700 words in each genre)</i>	<i>Using the writing strategies of grade five outlined in Writing Standard 1.0, students:</i> <i>Write narratives:</i> <ol style="list-style-type: none"> a. Establish a plot, point of view, setting, and conflict. b. Show, rather than tell, the events of the story. 	2.1	<i>I can write stories and descriptions that have a plot, point of view, and place where it occurs and where or what the problem is. I can also show rather than tell, the events of the story.</i>	
3	1.4	Word Analysis, Fluency, and Systematic Vocabulary Development	Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i>).	1.4	I will know that words have different parts from different countries that make up the meaning of the word.	
3	2.4	Reading Comprehension (Focus on Informational Materials)	Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	2.4	I can understand the meaning of what I read even though it may not be said. I can do this by pointing to words that are said.	
3	3.3	Literary Response and Analysis	Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of	3.3	I can discuss the actions of make believe characters, the reasons they act the way they do and how they are	

			fiction and discuss the importance of the contrasts to the plot or theme.		important to the theme or plot of a story.
3	1.1	Written and Oral English Language Conventions	Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.	1.1	I can point out and correctly use prepositional phrases, appositives, dependent and independent clauses, and conjunctions to connect ideas.
3	2.2*	<i>Writing Applications (at least 500 to 700 words in each genre)</i>	<i>Write responses to literature:</i> <i>a. Demonstrate an understanding of a literary work.</i> <i>b. Support judgments through references to the text and to prior knowledge.</i> <i>c. Develop interpretations that exhibit careful reading and understanding.</i>	2.2	<i>2 I can write responses to literature to:</i> <i>a. show I can understand what I am reading</i> <i>b. Be able to support my responses by pointing to the proper sections in the reading and by using stuff that I already know.</i> <i>c. By showing that I understood what I read by explaining in writing.</i>
4	1.5	Word Analysis, Fluency, and Systematic Vocabulary Development	Understand and explain the figurative and metaphorical use of words in context.	1.5	I can understand and tell how to use words or phrases to describe something as if it were something else.
4	3.6	Literary Response and Analysis	Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.	3.6	By using literature from different times and cultures, I understand the meanings of symbols and ideas that repeat throughout myth and tradition.
4	2.3*	<i>Writing Applications (at least 500 to 700 words in each genre)</i>	<i>Write research reports about important ideas, issues, or events by using the following guidelines:</i> <i>a. Frame questions that direct the investigation.</i> <i>b. Establish a controlling idea or topic.</i> <i>c. Develop the topic with simple facts, details, examples, and explanations.</i>	2.3	<i>I can write a research report about important issues or events by creating questions for an investigation. I can include a main idea or topic that uses simple facts, details, examples, and explanations.</i>
4	2.4*	<i>Writing Applications (at least 500 to 700 words in each genre)</i>	<i>Write persuasive letters or compositions:</i> <i>a. State a clear position in support of a proposal.</i> <i>b. Support a position with relevant evidence.</i> <i>c. Follow a simple organizational pattern.</i> <i>d. Address reader concerns.</i>	2.4	<i>I can write a letter or essay to convince someone about my idea. I can show my idea by telling them clearly about what I think, examples I have found and organization. I can also address the reader's possible concern about the topic.</i>

*Italicized standards may not be included in the Edusoft benchmark assessment, but will be included in the state STAR testing in the spring.

