Jackson County Core Curriculum Collaborative (JC4)	
5th Grade ELA	
Standard	**Learning Targets in Student Friendly Language**
RF.5.3	I can recognize that letters and combinations of letters make different sounds.
RF.5.3	I can use my knowledge of letter-sound relationships, syllabication, roots and affixes to read words that I do not know.
RF.5.4	I can read 5th grade text showing comprehension through accuracy, expression, and timing.
RF.5.4	I can recognize when a word does not make sense and self-correct using context clues.
RF.5.4	I can reread with correction as necessary.
RF.5.4	I can use voice when reading to enhance comprehension.
RF.5.4	I can read fluently (easy, smooth, and automatic).
RL.5.1	I can accurately find words and phrases from the text that supports my answers (quote/word for word).
RL.5.1	I can make logical conclusions based on evidence in the text.
RL.5.1	I can make lists of clues stated in the text to support my inference.
RL.5.2	I can define theme (a lesson the author is revealing).
RL.5.2	I can analyze details in the text to determine a theme.
RL.5.2	I can define summary.
RL.5.2	I can compose a summary stating key points of the text.
RL.5.3	I can identify characters, settings and events in a story or drama.
RL.5.3	I can compare two or more characters, settings, or events in a story using specific details in the text.
RL.5.3	I can contrast two or more characters, settings, or events in a story or drama using specific details in the text.
RL.5.4	I can use various strategies (context clues, root words, and affixes) to define what words or phrases mean in a text.
RL.5.4	I can define figurative language (metaphor, simile, personification, alliteration, onomatopoeia).
RL.5.4	I can find figurative language in the text.
RL.5.4	I can make logical conclusions of what figurative language means in the text.
RL.5.5	I can recognize that chapters are found in stories, scenes are found in dramas, and stanzas are found in poems.
RL.5.5	I can explain how chapters, scenes, and stanza fit together to form stories, dramas or poems.
RL.5.6	I can identify basic points of view as first person, second person, or third person.
RL.5.6	I can determine a narrator's or speaker's point of view in a text.
RL.5.6	I can describe how events in a text are influenced by point of view.
RL.5.7	I can identify visual elements found in a text (eg., photographs, drawing, cartoons).
RL.5.7	I can analyze how visuals elements add meaning, create tone, and contribute to the beauty of a text.
RL.5.7	I can analyze multimedia presentations of a text and determine how a media presentation adds to the meaning, tone, and beauty of an original text.
RL.5.9	I can define theme.
RL.5.9	I can identify similar themes and topics found in stories from the same genre.
RL.5.9	I can compare how stories in the same genre can communicate the same theme or topic.
RL.5.9	I can contrast how stories in the same genre can communicate the same theme or topic.
RI.5.1	I can quote accurately from a text.

RI.5.1	I can define inference and explain how a reader uses direct quotes from a text to reach a conclusion.
RI.5.1	I can read closely and discover answers that require an inference.
RI.5.1	I can read closely and find answers that are right there (explicitly) in the text.
RI.5.1	I can analyze an author's words and find quotes within a text that support explicit and inferential questions.
RI.5.2	I can define main idea.
RI.5.2	I can determine two or more main ideas of a text.
RI.5.2	I can identify key details in a text and explain how they support the main ideas.
RI.5.2	I can define summary.
RI.5.2	I can write a summary stating the key points of a text.
RI.5.3	I can identify individuals, events, ideas, and/or concepts in different types of text.
RI.5.3	I can use specific information in a text (eg., historical, scientific, technical) to identify and explain the relationships between two or more individuals, events, ideas and/or concepts.
RI.5.3	I can use specific information in a text (eg., historical, scientific, technical) to identify and explain the interactions between two or more individuals, events, ideas and/or concepts.
RI.5.4	I can identify general academic words or phrases in a text.
RI.5.4	I can identify domain specific words or phrases in a text.
RI.5.4	I can use various strategies (eg., context clues, root words, affixes) to determine the meaning of general academic and domain-specific words and phrases in a text.
RI.5.4	I can locate and use resources (eg., glossary, footnote, dictionary) to assist me in determining the meaning of unknown words and phrases.
RI.5.5	I can identify and explain different structures used in informational text (eg., chronology, compare/contrast, cause/effect, problem/solution).
RI.5.5	I can determine the overall structure of an informational text.
RI.5.5	I can compare events, ideas, concepts, and/or information in two or more texts.
RI.5.5	I can identify general academic words or phrases in a text.
RI.5.5	I can contrast events, ideas, concepts, and/or information in two or more texts.
RI.5.5	I can analyze information texts and determine if the structure chosen effectively relates events, ideas, concepts, or information.
RI.5.6	I can define point of view (how the author feels about the situation/topic of a text).
RI.5.6	I can determine an author's point of view and explain their purpose for writing the text.
RI.5.6	I can analyze how different authors develop the same event or topic and describe how each author's point of view affects the text.
RI.5.7	I can recognize that authors use different formats when presenting information.
RI.5.7	I can identify information presented in formats other than words (graphs, charts, etc.).
RI.5.7	I can find information quickly from multiple print or digital sources to answer questions and solve problems.
RI.5.8	I can locate the reasons and evidence an author uses to support particular points in a text.
RI.5.8	I can identify which reasons and evidence support particular points.
RI.5.8	I can explain how the reasons and evidence support the particular points in a text.
RI.5.9	I can locate information from several texts on the same topic.
RI.5.9	I can decide which pieces of information best support my topic.
RI.5.9	I can put together (integrate) information from several texts to show my knowledge of the topic when writing or speaking.
W.5.1	I can write an opinion piece.

W.5.1.a	I can identify reasons that support my opinion.
W.5.1.b	I can create an organizational structure (chronology, compare/contrast, cause/effect, problem/solution) to introduce my topic and opinion.
W.5.1.c	I can support my opinion logically with facts and details and provide reasons with words and phrases.
W.5.1.d	I can write an opinion piece with an introduction (supporting details/facts) and a concluding statement.
W.5.2.a	I can write an information piece with a clear and focused topic.
W.5.2.a	I can group information logically and include heading, illustrations, and other multimedia to support my piece.
W.5.2.b	I can develop the topics with facts, definitions, and details.
W.5.2.b	I can write my information text to include facts, definitions, details, quotations, examples using words, phrases and clauses.
W.5.2.c.	I can explain my topic using precise language and domain-specific vocabulary.
W.5.2.d	I can write my information text with a conclusion that relates back to the information presented.
W.5.3	I can define narrative and describe the basic parts of a plot (exposition, rising action, climax, falling action and resolution).
W.5.3	I can introduce the characters of my narrative.
W.5.3	I can sequence the events in an order that makes sense in my narrative.
W.5.3	I can use dialogue to show the actions, thoughts, and feelings of my characters.
W.5.3	I can use descriptive words to show the actions, thoughts, and feelings of my characters.
W.5.3	I can use narrative techniques (dialogue, description, pacing) to develop events to show how characters respond in situations.
W.5.3	I can use concrete words and phrases and descriptive words and phrases that appeal to the senses to help my reader understand the experiences and events.
W.5.3	I can write a logical conclusion that provides a sense of closure.
W.5.4	I can identify the writing style (opinion, information, narrative) that best fits my task, purpose, and audience.
W.5.4	I can use organizational/structures to develop my writing ideas.
W.5.4	I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.
W.5.5	I can use prewriting strategies to formulate ideas.
W.5.5	I can recognize that a well-developed piece of writing requires more than one draft.
W.5.5	I can apply revision strategies (reading aloud, checking for understanding, adding and deleting details).
W.5.5	I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.
W.5.5	I can prepare multiple drafts using revisions and edits to develop and strengthen my writing.
W.5.5	I can recognize when revising, editing, and rewriting are not enough and I need to try a new approach.
W.5.6	I can identify technology that will help me produce, edit, and publish my writing.
W.5.6	I can choose credible websites on the internet that will help me compose, edit, and publish my writing.
W.5.6	I can collaborate with peers, teachers, and others to produce and publish my writing.

W.5.6	I can use proper keyboarding skills to compose (minimum of two pages in a single sitting) and prepare my writing for publication.
W.5.7	I can define research and explain how research is different from other types of writing.
W.5.7	I can focus my research around a central question that is provided or determine my own research worthy question.
W.5.7	I can choose several sources and gather information to answer my research question.
W.5.7	I can analyze the information found in my sources and determine if it provides enough support to answer my question.
W.5.8	I can recall information from experiences or gather information from print and digital sources about a topic.
W.5.8	I can summarize and/or paraphrase information when taking notes and preparing my finished work.
W.5.8	I can prepare a list of sources used in my research.
W.5.9	I can determine textual evidence.
W.5.9	I can determine textual evidence that supports my analysis, reflection, and/or research.
W.5.9	I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.
SL.5.1.a	I can read or study materials to be discussed.
SL.5.1.a	I can list important information about the topic to be discussed.
SL.5.1.b	I can identify and follow the agreed upon rules for discussion and carry out assigned roles.
SL.5.1.c	I can ask questions when I do not understand.
SL.5.1.c	I can stay on topic by making comments about the information being discussed.
SL.5.1.d	I can make connections between the comments of others.
SL.5.1.d	I can explain my own ideas and tell what I've learned from a discussion.
SL.5.2	I can identify information from a text being read aloud.
SL.5.2	I can identify information presented in different formats (eg., media, charts, graphs, websites, speeches).
SL.5.2	I can summarize information gathered to determine the main idea and the supporting details from a variety of formats.
SL.5.3	I can identify a speaker's claims that are supported by reasons and evidence.
SL.5.3	I can summarize a speaker's points using reasons and evidence he/she provided to support his/her claims.
SL.5.4	I can determine a logical sequence for presenting my ideas and facts.
SL.5.4	I can present my ideas and/or opinion with facts and relevant (appropriate) descriptive details that support the main idea or theme.
SL.5.4	I can report my information by speaking clearly at an appropriate pace.
SL.5.5	I can identify main ideas or themes in my presentation that could be enhanced.
SL.5.5	I can determine and include an appropriate multimedia component or visual display to enhance my main ideas or themes.
SL.5.6	I can identify various reasons for speaking (eg., information, descriptive, formal, informal).
SL.5.6	I can adapt a speech for various task or situations.
SL.5.6	I can compose a formal speech that demonstrates a command of grade 5 Language Standards.
L.5.1.a	I can identify common correlative conjunctions and use them correctly when writing.
L.5.1.a	I can define conjunction (words that connect words, phrases, clauses, or sentences) and explain its function in a sentence.

L.5.1.a	I can define preposition (a word that shows a relationship of a noun to a pronoun to another word in a sentence) and explain its function in a sentence.
L.5.1.a	I can define interjection (and exclamation or attention getter that expresses strong feeling and usually comes at the beginning of a sentence) and explain its function in a sentence.
L.5.1.b	I can identify the past perfect, present perfect, and future perfect verb tenses and use them correctly.
L.5.1.c	I can choose the correct verb tense to show time, sequence, state and condition.
L.5.1.d	I can identify when the incorrect verb tense has been used and make appropriate corrections.
L.5.2	I can determine when to capitalize words.
L.5.2.a	I can identify items in a series and punctuate them correctly.
L.5.2.b	I can identify an introductory element (e.g., interjection, prepositional phrase of three or more words, adverb clause) and use a comma to separate it from the rest of a sentence.
L.5.2.c	I can identify when a comma should be used to set off the words "yes" or "no", tag questions, and direct address.
L.5.2.d	I can identify titles of words and choose the correct formatting style (eg., underlining, quotations marks, italics).
L.5.2.e	I can identify misspelled words and use resources to assist me in spelling words.
L.5.3.a	I can identify simple sentence structures (one independent clause), compound sentence structures (two or more independent clauses), and complex sentence structures (one independent clause and one or more subordinate clauses).
L.5.3.a	I can determine when to use varied sentence structures to create meaning, interest, and stye in my writing.
L.5.3.b	I can compare how authors use variations of English in stories, dramas, or poems.
L.5.3.b	I can contrast how authors use variations of English in stories, dramas, or poems.
L.5.4.a	I can infer the meaning of unknown words using context clues (eg., definitions, synonyms/antonyms, cause/effect relationships, comparisons found in surrounding text).
L.5.4.b	I can recognize and define common Greek and Latin affixes and roots (units of meaning).
L.5.4.b	I can break down unknown words into units of meaning to infer the definition.
L.5.4.c	I can verify my inferred meaning of an unknown words by consulting reference materials (eg., dictionaries, glossaries, thesauruses).
L.5.5.a	I can define and identify various forms of figurative language (eg., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia).
L.5.5.a	I can distinguish between literal language and figurative language.
L.5.5.b	I can recognize when an author is using idioms, adages, and proverbs, and determine his/her intended meaning.
L.5.5.c	I can recognize word relationships and use the relationships to further understand each word.
L.5.6	I can recognize the difference between general academic words and phrases (Tier 2) and domain specific words and phrases (Tier 3).
L.5.6	I can acquire and use grade-appropriate academic and domain-specific words/phrases, including words that signal contrast, addition, and other logical relationships to increase comprehension and expression.