

**Virtual Learning Academy
Jefferson County Educational Service Center
Academic Content Standards
English 05**

**Grade 5 Language Arts
Lesson 1—Contextual Clues, Comprehension**

Contextual Clues, Comprehension

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
A. Use context clues and text structures to determine the meaning of new vocabulary. (04-07)
01. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example. (05)
02. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs. (05)
B. Infer word meaning through identification and analysis of analogies and other word relationships. (04-07)
04. Identify and understand new uses of words and phrases in text, such as similes and metaphors. (05)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text. (04-07)
01. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems. (05)
11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task). (05)
B. Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas. (04-07)
02. Predict and support predictions with specific references to textual examples that may be in widely separated sections of text. (05)
C. Make meaning through asking and responding to a variety of questions related to text. (04-07)
07. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (05)
D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension. (04-07)
08. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back or summarizing what has been read so far in text. (05)
09. List questions and search for answers within the text to construct meaning. (05)
S05. Reading Applications: Literary Text
A. Describe and analyze the elements of character development. (04-07)
01. Explain how a character's thoughts, words and actions reveal his or her motivations. (05)

Grade 5 Language Arts Lesson 2—Dictionary Skills, Summarizing

Dictionary Skills, Summarizing

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
F. Use multiple resources to enhance comprehension of vocabulary. (04-07)
08. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars. (05)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text. (04-07)
11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task). (05)
S04. Reading Applications: Informational, Technical and Persuasive Text
F. Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text. (04-07)
04. Summarize the main ideas and supporting details. (05)

Grade 5 Language Arts Lesson 3—Comprehension, Author’s Purpose, Setting, Prewriting

Comprehension, Author’s Purpose, Setting, Prewriting

Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text. (04-07)
11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task). (05)
B. Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas. (04-07)
05. Make inferences based on implicit information in texts, and provide justifications for those inferences. (05)
S04. Reading Applications: Informational, Technical and Persuasive Text
D. Identify arguments and persuasive techniques used in informational text. (04-07)
09. Identify and understand an author's purpose for writing, including to explain, to entertain or to inform. (05)
S05. Reading Applications: Literary Text
B. Analyze the importance of setting. (04-07)
02. Explain the influence of setting on the selection. (05)
S01. Writing Processes
A. Generate writing topics and establish a purpose appropriate for the audience. (05-07)

01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (05)

Grade 5 Language Arts Lesson 4--Research

Research

Standard Benchmark and Indicator

S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text. (04-07)

11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task). (05)

S04. Reading Applications: Informational, Technical and Persuasive Text

A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information. (04-07)

01. Use text features, such as chapter titles, headings and subheadings; parts of books, including the index and table of contents and online tools (search engines) to locate information. (05)

C. Explain how main ideas connect to each other in a variety of sources. (04-07)

03. Compare important details about a topic, using different sources of information, including books, magazines, newspapers and online resources. (05)

D. Identify arguments and persuasive techniques used in informational text. (04-07)

08. Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader. (05)

F. Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text. (04-07)

04. Summarize the main ideas and supporting details. (05)

S01. Writing Processes

A. Generate writing topics and establish a purpose appropriate for the audience. (05-07)

02. Conduct background reading, interviews or surveys when appropriate. (05)

S04. Research

A. Formulate open-ended research questions suitable for inquiry and investigation and develop a plan for gathering information. (05-07)

01. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information. (05)

B. Locate and summarize important information from multiple sources. (05-07)

02. Locate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). (05)

C. Organize information in a systemic way. (05-07)

03. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers). (05)

D. Acknowledge quoted and paraphrased information and document sources used. (05-07)

05. Define plagiarism and acknowledge sources of information. (05)

Grade 5 Language Arts Lesson 5—Thesis & Outline

Thesis & Outline

Standard Benchmark and Indicator
S01. Writing Processes
A. Generate writing topics and establish a purpose appropriate for the audience. (05-07)
03. State and develop a clear main idea for writing. (05)
B. Determine audience and purpose for self-selected and assigned writing tasks. (05-07)
04. Determine a purpose and audience. (05)
C. Clarify ideas for writing assignments by using graphics or other organizers. (05-07)
05. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing. (05)
S04. Research
C. Organize information in a systemic way. (05-07)
04. Compare and contrast important findings and select sources to support central ideas, concepts and themes (05)

Grade 5 Language Arts Lesson 6—Research Paper

Research Paper

Standard Benchmark and Indicator
S01. Writing Processes
D. Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices. (05-07)
06. Organize writing beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details. (05)
07. Vary simple, compound and complex sentence structures. (05)
08. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs. (05)
09. Vary language and style as appropriate to audience and purpose. (05)
10. Use available technology to compose text. (05)
S04. Research
E. Communicate findings orally, visually and in writing or through multimedia. (05-07)
06. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered. (05)

Lesson 7—Abbreviations

Abbreviations

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
D. Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words. (04-07)
07. Identify the meanings of abbreviations. (05)

Grade 5 Language Arts Lesson 8—Characterization

Characterization

Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text. (04-07)
01. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems. (05)
C. Make meaning through asking and responding to a variety of questions related to text. (04-07)
07. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (05)
D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension. (04-07)
08. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back or summarizing what has been read so far in text. (05)

Grade 5 Language Arts Lesson 9—Charts, Author's Purpose

Charts, Author's Purpose

Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text. (04-07)
06. Select, create and use graphic organizers to interpret textual information. (05)
S04. Reading Applications: Informational, Technical and Persuasive Text
D. Identify arguments and persuasive techniques used in informational text. (04-07)
09. Identify and understand an author's purpose for writing, including to explain, to entertain or to inform. (05)

Grade 5 Language Arts Lesson 10—Friendly Letters

Friendly Letters

Standard Benchmark and Indicator
S02. Writing Applications
B. Write responses to literature that extend beyond the summary and support judgments through references to the text. (05-07)
02. Write responses to novels, stories and poems that organize an interpretation around several clear ideas, and justify the interpretation through the use of examples and specific textual evidence. (05)

Grade 5 Language Arts Lesson 11—Business Letters

Business Letters

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Standard Benchmark and Indicator	Del?
S02. Writing Applications	□
C. Produce letters (e.g., business, letters to the editor, job applications) that address audience needs, stated purpose and context in a clear and efficient manner. (05-07)	✗
03. Write letters that state the purpose, make requests or give compliments and use business letter format. (05)	✗

Grade 5 Language Arts Lesson 12—Informal Writing, Diaries

Informal Writing, Diaries

Standard Benchmark and Indicator
S02. Writing Applications
A. Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and to maintain a consistent point of view. (05-07)
05. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes. (05)

Grade 5 Language Arts

Lesson 13—Synonyms, Antonyms & Homonyms

Synonyms, Antonyms & Homonyms

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
A. Use context clues and text structures to determine the meaning of new vocabulary. (04-07)
02. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs. (05)
S03. Writing Conventions
A. Use correct spelling conventions. (05-07)
01. Spell high-frequency words correctly. (05)

Grade 5 Language Arts

Lesson 14—Writing Process – Revising and Editing

Writing Process – Revising and Editing

Standard Benchmark and Indicator
S01. Writing Processes
D. Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices. (05-07)
11. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair). (05)
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose. (05)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning. (05)
E. Select more effective vocabulary when editing by using a variety of resources and reference materials. (05-07)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary. (05)
F. Edit to improve fluency, grammar and usage. (05-07)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons. (05)
S02. Writing Applications
D. Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations. (05-07)
04. Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast) and include facts, details and examples to illustrate important ideas. (05)

Grade 5 Language Arts

Lesson 15—Using Rubrics

Using Rubrics

Standard Benchmark and Indicator
S01. Writing Processes
G. Apply tools to judge the quality of writing. (05-07)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (05)

Grade 5 Language Arts Lesson 16—Publishing

Publishing

Standard Benchmark and Indicator
S01. Writing Processes
H. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (05-07)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product. (05)

Grade 5 Language Arts Lesson 17—Writing a Speech

Writing a Speech

Standard Benchmark and Indicator
S05. Communications: Oral and Visual
C. Vary language choice and use effective presentation techniques, including voice modulation and enunciation. (05-07)
05. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience. (05)
06. Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas. (05)
07. Adjust speaking content according to the needs of the situation, setting and audience. (05)
D. Select an organizational structure appropriate to the topic, audience, setting and purpose. (05-07)
08. Deliver informational presentations (e.g., expository, research) that: (05)
08. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and (05)
08. draw from several sources and identify sources used. (05)
08. demonstrate an understanding of the topic and present events or ideas in a logical sequence; (05)
08. support the main idea with relevant facts, details, examples, quotations, statistics, stories and anecdotes; (05)
08. organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast); (05)

Grade 5 Language Arts
Lesson 18—Speaking, Mid-term Exam
 Speaking, Mid-term Exam

Standard Benchmark and Indicator
S05. Communications: Oral and Visual
C. Vary language choice and use effective presentation techniques, including voice modulation and enunciation. (05-07)
05. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience. (05)
06. Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas. (05)
07. Adjust speaking content according to the needs of the situation, setting and audience. (05)
D. Select an organizational structure appropriate to the topic, audience, setting and purpose. (05-07)
08. Deliver informational presentations (e.g., expository, research) that: (05)
08. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and (05)
08. draw from several sources and identify sources used. (05)
08. demonstrate an understanding of the topic and present events or ideas in a logical sequence; (05)
08. support the main idea with relevant facts, details, examples, quotations, statistics, stories and anecdotes; (05)
08. organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast); (05)

Grade 5 Language Arts
Lesson 19—Punctuation & Capitalization
 Punctuation & Capitalization

Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension. (04-07)
08. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back or summarizing what has been read so far in text. (05)
S03. Writing Conventions

A. Use correct spelling conventions. (05-07)
02. Spell contractions correctly. (05)
03. Spell roots, suffixes and prefixes correctly. (05)
B. Use conventions of punctuation and capitalization in written work. (05-07)
04. Use commas, end marks, apostrophes and quotation marks correctly. (05)
05. Use correct capitalization. (05)

Grade 5 Language Arts

Lesson 20—Prefixes, Suffixes, Roots, Comprehension

Prefixes, Suffixes, Roots, Comprehension

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
E. Use knowledge of roots and affixes to determine the meanings of complex words. (04-07)
06. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words. (05)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text. (04-07)
01. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems. (05)
C. Make meaning through asking and responding to a variety of questions related to text. (04-07)
07. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (05)
S03. Writing Conventions
A. Use correct spelling conventions. (05-07)
02. Spell contractions correctly. (05)
03. Spell roots, suffixes and prefixes correctly. (05)

Grade 5 Language Arts

Lesson 21—Parts of Speech

Parts of Speech

Standard Benchmark and Indicator
S03. Writing Conventions
C. Use grammatical structures to effectively communicate ideas in writing. (05-07)
06. Use various parts of speech, such as nouns, pronouns and verbs (regular and irregular). (05)
07. Use prepositions and prepositional phrases. (05)
08. Use adverbs. (05)
09. Use objective and nominative case pronouns. (05)
10. Use indefinite and relative pronouns. (05)
11. Use conjunctions and interjections. (05)

Grade 5 Language Arts Lesson 22—Narrative Writing

Narrative Writing

Standard Benchmark and Indicator

S02. Writing Applications

A. Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and to maintain a consistent point of view. (05-07)

01. Write narratives with a consistent point of view, using sensory details and dialogue to develop characters and setting. (05)

Grade 5 Language Arts Lesson 23—Connotations & Denotations

Connotations & Denotations

Standard Benchmark and Indicator

S02. Acquisition of Vocabulary

C. Apply knowledge of connotation and denotation to learn the meanings of words. . (04-07)

03. Identify the connotation and denotation of new words. (05)

S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text. (04-07)

01. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems. (05)

Grade 5 Language Arts Lesson 24—Comprehension

Comprehension

Standard Benchmark and Indicator

S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text. (04-07)

01. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems. (05)

Grade 5 Language Arts Lesson 25—Comprehension

Comprehension

Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text. (04-07)
01. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems. (05)

Grade 5 Language Arts

Lesson 26—Writing Essays of Comparison and Contrast

Writing Essays of Comparison and Contrast

Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
B. Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas. (04-07)
03. Make critical comparisons across texts. (05)
S02. Writing Applications
D. Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations. (05-07)
04. Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast) and include facts, details and examples to illustrate important ideas. (05)

Grade 5 Language Arts

Lesson 27—Figurative Language

Figurative Language

Standard Benchmark and Indicator
S05. Reading Applications: Literary Text
G. Explain how figurative language expresses ideas and conveys mood. (04-07)
07. Interpret how an author's choice of words appeals to the senses and suggests mood. (05)
08. Identify and explain the use of figurative language in literary works, including idioms, similes, hyperboles, metaphors and personification. (05)

Grade 5 Language Arts

Lesson 28—Comprehension, Literary Forms, Genres

Comprehension, Literary Forms, Genres

Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text. (04-07)
10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others). (05)
C. Make meaning through asking and responding to a variety of questions related to text. (04-07)
07. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (05)
S05. Reading Applications: Literary Text
F. Identify similarities and differences of various literary forms and genres. (04-07)
06. Describe the defining characteristics of literary forms and genres, including poetry, drama, chapter books, biographies, fiction and non-fiction. (05)

Grade 5 Language Arts Lesson 29—Fact and Opinion

Fact and Opinion

Standard Benchmark and Indicator
S04. Reading Applications: Informational, Technical and Persuasive Text
B. Recognize the difference between cause and effect and fact and opinion to analyze text. (04-07)
07. Analyze the difference between fact and opinion. (05)
S05. Reading Applications: Literary Text
C. Identify the elements of plot and establish a connection between an element and a future event. (04-07)
03. Identify the main incidents of a plot sequence and explain how they influence future action. (05)
D. Differentiate between the points of view in narrative text. (04-07)
04. Identify the speaker and explain how point of view affects the text. (05)

Grade 5 Language Arts Lesson 30—Causes & Effects

Causes & Effects

Standard Benchmark and Indicator
S04. Reading Applications: Informational, Technical and Persuasive Text
B. Recognize the difference between cause and effect and fact and opinion to analyze text. (04-07)
02. Identify, distinguish between and explain examples of cause and effect in informational text. (05)
S05. Reading Applications: Literary Text
E. Demonstrate comprehension by inferring themes, patterns and symbols. (04-07)

05. Summarize stated and implied themes. (05)

Grade 5 Language Arts Lesson 31—Word Origins, Sequencing, Following Directions

Word Origins, Sequencing, Following Directions

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
D. Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words. (04-07)
05. Use word origins to determine the meaning of unknown words and phrases. (05)
S04. Reading Applications: Informational, Technical and Persuasive Text
E. Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic. (04-07)
06. Clarify steps in a set of instructions or procedures for proper sequencing and completeness and revise if necessary (05)

Grade 5 Language Arts Lesson 32—Listening

Listening

Standard Benchmark and Indicator
S05. Communications: Oral and Visual
A. Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media. (05-07)
01. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact). (05)
02. Interpret the main idea and draw conclusions from oral presentations and visual media. (05)
B. Explain a speaker's point of view and use of persuasive techniques in presentations and visual media. (05-07)
03. Identify the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade). (05)
04. Discuss how facts and opinions are used to shape the opinions of listeners and viewers. (05)

Grade 5 Language Arts Lesson 33—Writing a Persuasive Speech

Writing a Persuasive Speech

Standard Benchmark and Indicator
S05. Communications: Oral and Visual
C. Vary language choice and use effective presentation techniques, including voice modulation and enunciation. (05-07)
05. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience. (05)
06. Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas. (05)
07. Adjust speaking content according to the needs of the situation, setting and audience. (05)
F. Give presentations using a variety of delivery methods, visual materials and technology. (05-07)
10. Deliver persuasive presentations that: (05)
10. establish a clear position; (05)
10. include relevant evidence to support a position and to address potential concerns of listeners; and (05)
10. follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution). (05)

Grade 5 Language Arts Lesson 34—Summarizing

Summarizing

Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
B. Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas. (04-07)
04. Summarize the information in texts, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each. (05)

Grade 5 Language Arts Lesson 35—Using Map Skills, Delivering a Descriptive Speech

Using Map Skills, Delivering a Descriptive Speech

Standard Benchmark and Indicator
S04. Reading Applications: Informational, Technical and Persuasive Text
A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information. (04-07)
05. Analyze information found in maps, charts, tables, graphs and diagrams. (05)
S05. Communications: Oral and Visual
C. Vary language choice and use effective presentation techniques, including voice modulation and enunciation. (05-07)

05. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience. (05)
06. Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas. (05)
07. Adjust speaking content according to the needs of the situation, setting and audience. (05)
F. Give presentations using a variety of delivery methods, visual materials and technology. (05-07)
09. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details. (05)

Grade 5 Language Arts

Lesson 36—Delivering a Persuasive Speech, Final Exam

Delivering a Persuasive Speech, Final Exam

Standard Benchmark and Indicator
S05. Communications: Oral and Visual
C. Vary language choice and use effective presentation techniques, including voice modulation and enunciation. (05-07)
05. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience. (05)
06. Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas. (05)
07. Adjust speaking content according to the needs of the situation, setting and audience. (05)
F. Give presentations using a variety of delivery methods, visual materials and technology. (05-07)
10. Deliver persuasive presentations that: (05)
10. establish a clear position; (05)
10. include relevant evidence to support a position and to address potential concerns of listeners; and (05)
10. follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution). (05)