

**Power Standards
Language Arts – Fifth Grade**

STRAND A: READING

Standard 1: The student uses the reading process effectively.

LA.A.1.2.1: The student uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection.

1. extends previously learned prereading knowledge and skills of the fourth grade with increasingly complex reading texts, assignments, and tasks.

LA.A.1.2.3: The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.

4. uses resources and references such as dictionary, thesaurus, and context to build word meanings.

Standard 2: The student constructs meaning from a wide range of texts.

LA.A.2.2.2: The student identifies the author's purpose in a simple text.

1. describes author's purpose and describes how an author's perspective influences the text.

LA.A.2.2.5: The student reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.

1. reads and organizes information from multiple sources for a variety of purposes (for example, supporting opinions, predictions, and conclusions; writing a research report; conducting interviews; taking a test; performing tasks).

LA.A.2.2.8: The student selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts, and photos, to gather information for research purposes.

1. extends previously learned knowledge and skills of the fourth grade with increasingly complex texts and assignments and tasks (for example, using reference materials and processes).

STRAND B: WRITING**Standard 1: The student uses writing processes effectively.**

LA.B.1.2.1: The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.

2. establishes a purpose for writing (including but not limited to informing, entertaining, explaining).

LA.B.1.2.2: The student drafts and revises writing in cursive that

- *focuses on the topic;*
- *has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices;*
- *has ample development of supporting ideas;*
- *demonstrates a sense of completeness or wholeness;*
- *demonstrates a command of language including precision in word choice;*
- *generally has correct subject/verb agreement;*
- *generally has correct verb and noun forms;*
- *with few exceptions, has sentences that are complete, except when fragments are used purposefully;*
- *uses a variety of sentence structures; and*
- *generally follows the conventions of punctuation, capitalization, and spelling.*

2. uses an organizational pattern appropriate to purpose and audience (including but not limited to topic sentences, supporting sentences, and sequence; develops new ideas in separate paragraphs; concludes with effectiveness).

4. uses supporting ideas, details, and facts from a variety of sources to develop and elaborate the topic.

7. generally follows the conventions of punctuation, capitalization, and spelling appropriate at fifth-grade or higher level.

Standard 2: The student writes to communicate ideas and information effectively.

LA.B.2.2.6: The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.

1. establishes a clear, central focus with little or no irrelevant or repetitious information.

STRAND C: LISTENING, VIEWING AND SPEAKING**Standard 1: The student uses listening strategies effectively.**

LA.C.1.2.1: The student listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, informational speeches.

1. understands information presented orally in a variety of forms (for example, informational speeches, humor, persuasive messages, directions).

Standard 3: The student uses speaking strategies effectively.

LA.C.3.2.2: The student asks questions and makes comments and observations to clarify understanding of content, processes, and experiences.

1. asks relevant questions and makes comments and observations (for example, gives feedback; draws conclusions; reflects on information; clarifies understanding of content, processes, and experiences).

STRAND D: Language**Standard 1: The student understands the nature of language.**

LA.D.1.2.1: The student understands that there are patterns and rules in the syntactic structure, symbols, sounds, and meanings conveyed through the English language.

1. uses elements of grammar in speech (including but not limited to present, past, future, and progressive verb tenses; subject-verb agreement; pronoun references; word order).

STRAND E: Literature**Standard 1: The student understands the common features of a variety of literary forms.**

LA.E.1.2.1: The student identifies the distinguishing features among fiction, drama, and poetry, and identifies the major characteristics of nonfiction.

1. understands the distinguishing features of literary texts (for example, fiction, drama, poetry, folktales, myths, poems, historical fiction, autobiographies).

LA.E.1.2.2: The student understands the development of plot and how conflicts are resolved in a story.

1. understands the development of plot in a fifth grade level or higher story.

LA.E.1.2.3: The student knows the similarities and differences among the characters, settings, and events presented in various texts.

1. knows the similarities and differences of characters presented within and across fifth grade or higher level selections.
2. knows the similarities and differences of settings presented within and across fifth grade or higher level selections.

Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama.

LA.E.2.2.4: The student identifies the major theme in a story or nonfiction text.

1. knows themes that recur across literary works.