# Communication Arts Power Standards

**5<sup>th</sup> Grade Reading**     **8/29/2012 12:43:18 PM**

| Strand | Reporting Topic | GLE Reporting Code (unit assessed) | GLE Description |
|---|---|---|---|
| 1. Develop and apply skills and strategies to the reading process. | G. During Reading | 5R1Ga ( unit 1) | **During reading, utilize strategies to :** a. determine meaning of unknown words |
| 1. Develop and apply skills and strategies to the reading process. | H. Post-Reading | 5R1Hb (unit 2) 5R1Hf (unit 3) | **Apply post-reading skills to demonstrate comprehension of text:** b. identify and explain the relationship between the main idea and supporting details f. draw conclusions/make inferences |
| 1. Develop and apply skills and strategies to the reading process/3. Write effectively in various forms and types of writing | H. Post-Reading/A. Types of Writing | 5R1Hi/W3Ab (unit 2) | **Apply post-reading skills to demonstrate comprehension of text/compose a variety of text:** i. summarize |
| 1. Develop and apply skills and strategies to the reading process. | I. Making Connections | 5R1Ia (unit 4) | **Compare, contrast and analyze connections between:** a. text to text (information and relationships in various fiction and non-fiction works) |
| 2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry, drama and nonfiction from a variety of cultures and times. | B. Literary Techniques | 5R2B/R3B (unit 5) | **Identify and explain examples of sensory details, figurative language and basic literacy techniques in text, (fiction and nonfiction), emphasizing:** a. simile b. metaphor c. personification |
| 2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times. | C. Literary Elements | 5R2Cf (unit 3) | **Use details from text to:** f. identify setting, character traits, problems and solutions, and story events |
| 2./3. Develop and apply skills and strategies to comprehend, analyze and | C. Literary Elements/Text Structures | 5R2Cc/R3Ce (unit 4) 5R3Cd/R2Cd (unit 6) 5R3Ci/R2Ce (unit 6) | **Use details from text to:** a/e. compare and contrast |

| | | | |
|---|---|---|---|
| **evaluate fiction, poetry, drama and nonfiction from a variety of cultures and times.** | | | d. identify and explain cause and effect<br>e/i. identify and interpret author's ideas and purpose |
| **3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times** | **C. Text Structures** | 5R3Cc (unit 2)<br>5R3Cj (unit 6) | **Use details from text to:**<br>c. sequence events<br>j. identify problems and solutions |

**5<sup>th</sup> Grade Writing**

| Strand | Reporting Topic | GLE Reporting Code (units assessed) | GLE Description |
|---|---|---|---|
| **1. Apply a writing process in composing text** | **A. Writing Process** | 5W1Aa<br>5W1Ab<br>5W1Ac<br>5W1Ad<br>(units 1 & 6) | **Follow a writing process to:**<br>a. use a prewriting strategy<br>b. generate a draft<br>c. reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C and W2D)<br>d. edit for conventions |
| **2. Compose a well-developed text** | **B. Ideas and Content** | 5W2B (units 1 – 6) | **Compose text with:**<br>a. a strong, controlling idea<br>b. relevant, specific details |
| **2. Compose a well-developed text** | **C. Organization and Sentence Structure** | 5W2Ca-c (units 1-3 & 5-6)<br>5W2Cd (units 1, 4, 6) | **Compose text with:**<br>a. a clear beginning, middle and end<br>b. a logical sequence of events<br>c. evidence of paragraphing<br>d. sentence variety |
| **2. Compose a well-developed text** | **E. Conventions** | 5W2E<br>a (unit 2)<br>b (unit 4)<br>c1 (unit 3)<br>c2 (unit 2)<br>d (unit 6)<br>e & f (ongoing) | **In written text:**<br>a. capitalize titles and proper nouns<br>b. use comma in compound sentences<br>c. use apostrophe in singular possessives, and proper punctuation in titles with assistance<br>d. use correct verb tense and subject/verb agreement<br>e. use correct spelling of simple compounds, homophones, contractions and words with affixes<br>f. use standard spelling, classroom resources, including dictionary, to edit for correct spelling |