

## 5th Grade - Objectives & Skills

READING	WRITING	SPEAKING	LISTENING
<p><b>Students demonstrate increasing independence in a variety of reading tasks, grade-appropriate, with ongoing support. They:</b></p> <ul style="list-style-type: none"> <li>- skim and scan for key information in reading materials with familiar vocabulary and context.</li> <li>- summarize a story, identifying the main idea and details and identify setting and plot.</li> <li>- use strategies such as predicting, comparing and contrasting, identifying main and supporting characters, and identifying narrative elements (simile, metaphor, allegory)</li> <li>- choose appropriate materials for research purposes from a variety of sources.</li> <li>- read on regular basis for personal enjoyment.</li> <li>- use academic vocabulary, including subject-specific language, with support.</li> <li>- use English and bilingual dictionaries.</li> <li>- find and use print and media resources, with some support.</li> </ul>	<p><b>Students write English in fixed contexts with increasing independence and approaching accuracy. They:</b></p> <ul style="list-style-type: none"> <li>- organize and sequence ideas.</li> <li>- write messages, captions, and short notes with few errors.</li> <li>- produce prose using appropriate verb tenses, connectors, and subject-verb agreement with some accuracy.</li> <li>- begin to use variety in vocabulary and sentence structure.</li> <li>- use paragraphs when writing descriptions and narratives.</li> <li>- write short, original compositions on topics of personal or academic interest.</li> <li>- use the stages of the writing process, with assistance.</li> </ul>	<p><b>Students take part in guided conversations and in discussions and presentations using a variety of strategies. They:</b></p> <ul style="list-style-type: none"> <li>- express opinions, basic needs, and requests clearly in most contexts.</li> <li>- use conversational strategies such as acknowledgement, reply, agreement, and disagreement.</li> <li>- participate in discussions based on classroom themes.</li> <li>- make short, effective oral presentations.</li> <li>- begin to use conditionals and relative clauses.</li> <li>- use appropriate gestures to convey meaning.</li> <li>- use voice to indicate emphasis through pacing, volume, intonation, and stress.</li> <li>- speak with some fluency and clarity.</li> </ul>	<p><b>Students understand everyday English, but require contextual support to understand academic language. They:</b></p> <ul style="list-style-type: none"> <li>- respond to unseen speakers (on radio, taped telephone conversations)</li> <li>- participate in sustained oral discussions and presentations in small groups.</li> <li>- identify main ideas and supporting details in short oral presentations.</li> <li>- respond appropriately to formal and informal speech.</li> <li>- respond appropriately to vocabulary, statements, questions, and directions in the class.</li> <li>- respond to intonation patterns, such as implied commands and tones indicating surprise, emotion, etc.</li> <li>- follow a series of instructions.</li> </ul>