

## Alaska State Standards/KGBSD Student Performance Objectives

### Fifth Grade

State Standards Content/Performance	Student Performance Objectives	Extended Learning	Assessment
<p><i>A. A student should be able to speak and write well for a variety of purposes and audiences</i></p>		<p><i>Options for students who have acquired basic language arts skills at grade level.</i></p>	<p><i>The Gates MacGinitie Reading Assessment is used as a post-test measure for each student in the spring. Terra Nova Assessment is administered</i></p>
<p>State Standards for listening, viewing, and speaking are listed within Student Performance Objectives.</p>	<p><b>I. Listening/Viewing</b></p> <ol style="list-style-type: none"> <li>1. Listen/view attentively for specific purpose to a variety of language experiences</li> <li>2. Listen, draw conclusions, and share responses in subject-related group discussions</li> <li>3. Identify fact, opinion, and make inferences</li> <li>4. Make and verify predictions as they continue to listen/view</li> <li>5. Restate information to confirm meaning</li> <li>6. Recognize different perspectives</li> <li>7. Clarify meaning through interaction (e.g. reflecting, questioning, restating)</li> <li>8. Take notes on information given orally</li> </ol> <p><b>II. Speaking</b></p> <ol style="list-style-type: none"> <li>1. Express ideas orally in a variety of situations, including small and large groups</li> <li>2. Express opinions respectfully</li> <li>3. Use appropriate volume, intonation and eye contact</li> <li>4. Recognize nonverbal cues</li> <li>5. Adjust speaking for different purposes and audiences</li> </ol> <p>6. Clarify ideas, and ask relevant</p>	<p>Encourages participation in class/school/ community which include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Drama</li> <li>• Student government</li> <li>• Civic groups</li> <li>• Peer tutoring</li> <li>• Community volunteer</li> <li>• Youth group activities</li> </ul>	<p>Teacher observation, anecdotal records, students' self assessments i.e. journals, logs, summaries, reflections, questions etc.</p>

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W2.2 Use a variety of fiction and non-fiction forms when writing for different audiences.	<p>questions</p> <p>7. Follow implicit rules for conversation (i.e. taking turns, staying on topic)</p> <p>8. Organize ideas sequentially or around major points of information</p> <p>9. Dramatize stories in a variety of formats</p> <p>10. Communicate as a leader and contributor</p> <p>11. Summarize and evaluate group activities</p> <p><b>WRITING</b></p> <p><b>III. Writing Forms</b></p> <p>1. Students will write using many forms</p> <p>1.1 Journals</p> <p>1.2 Personal and business letters</p> <p>1.3 Learning logs</p> <p>1.4 Nonfiction reports (including introduction/body/conclusion)</p> <p>1.5 Technical writing (i.e. multiple-step directions; how to piece)</p> <p>1.6 Poetry</p> <p>1.7 Fiction/narrative writing</p> <p>1.8 Autobiography, biography</p> <p>1.9 Expository speeches</p> <p><b>IV. Prewrite</b></p> <p>1. Select an appropriate topic and</p>		<p>Evaluate writing samples using analytical rubrics</p> <p>Skills tests</p> <p>Teacher-student conferences</p> <p>Peer evaluations</p> <p>Writing prompt assessment</p> <p>Student writing</p>
W2.3a Use a variety of simple and			

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<p>complex sentence structures in written work.</p> <p>W2.2 Use a variety of fiction and non-fiction forms when writing for different audiences.</p> <p>W2.1 Write a well organized two-paragraph composition that addresses a single topic.</p> <p>W2.2 Use a variety of fiction and non-fiction forms when writing for different audiences.</p> <p>W2.3a Use a variety of simple and complex sentence structures in written work.</p> <p>W2.4a Revise writing to improve the logical progression of ideas and</p>	<p>audience</p> <p>2. Use prewriting strategies (i.e. brainstorming, mapping, clustering and webbing)</p> <p>3. Use research prewriting skills such as note-taking, interviewing, data collection</p> <p><b>V. Draft</b></p> <p>1. Write complete sentences:</p> <p style="padding-left: 20px;">1.1 Clearly and with a purpose/ theme/ idea</p> <p>2. Write paragraphs, using correct format (topic sentence, supporting sentences, clincher sentences)</p> <p>3. Develop complete paragraphs and stories (fiction and non-fiction)</p> <p style="padding-left: 20px;">3.1 With a unique voice/personality</p> <p style="padding-left: 20px;">3.2 With precise vocabulary</p> <p style="padding-left: 20px;">3.3 With varied sentence structure and length</p> <p style="padding-left: 20px;">3.4 Use multiple paragraphs with good transitions</p> <p><b>VI. Revise</b></p> <p>1. Revise working drafts</p> <p style="padding-left: 20px;">1.1 Read draft to check for meaning</p>		Writing rubrics

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<p>supporting information. W2.4b Revise own and others' work and provide appropriate feedback to peers based upon established criteria, to improve quality and effectiveness of writing.</p> <p>W1.2.3b Proofread and correct grammar, sentence structure, paragraph structure, punctuation, capitalization, spelling, and usage in finished written work.</p> <p>W2.5 Give credit for others' ideas, images, and information by citing information about sources, including title and author.</p> <p>W2.6 Use resources such as computers, word processing software, dictionaries, and thesauruses to make choices when writing.</p>	<p>1.2 Add, delete, and rearrange words, sentences, and details to clarify meaning</p> <p>1.3 Use paragraphs to develop separate ideas</p> <p>1.4 Revise text with assistance</p> <p>1.5 Determine when piece is complete</p> <p><b>VII. Edit</b></p> <p>1. Edit writing</p> <p>1.1 Capitalization</p> <p>1.2 Spelling</p> <p>1.3 Punctuation (period, question mark, exclamation mark, commas in a series or for combining sentences, apostrophe, and quotations)</p> <p>1.4 Grammar (noun/verb agreement, noun and pronoun agreement, verb tense, modifiers)</p> <p>1.5 Complete sentences</p> <p><b>VIII. Publish</b></p> <p>1. Use legible handwriting or technology to produce final copy</p> <p>2. Incorporate relevant illustrations, photos, charts, and graphs when appropriate</p> <p>3. Share and celebrate the finished</p>	<p>Include but not limited to:</p> <ul style="list-style-type: none"> <li>• Audio/visual productions</li> <li>• Computer enhanced i-movies</li> <li>• Web pages</li> <li>• Class/school community publications</li> </ul>	

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	<p>product with the intended audience</p> <p>4. Use analytical rubric to evaluate writing (with teacher assistance)</p> <p><b>IX. Language Conventions</b></p> <p><b>Grammar</b></p> <p>1. Use noun forms</p> <p style="padding-left: 20px;">1.1 Common</p> <p style="padding-left: 20px;">1.2 Proper</p> <p style="padding-left: 20px;">1.3 Singular and plural</p> <p style="padding-left: 20px;">1.4 Possessive</p> <p>2. Use verb forms</p> <p style="padding-left: 20px;">2.1 Action</p> <p style="padding-left: 20px;">2.2 Linking</p> <p style="padding-left: 20px;">2.3 State of being</p> <p style="padding-left: 20px;">2.4 Tenses</p> <p style="padding-left: 20px;">2.5 Irregular</p> <p style="padding-left: 20px;">2.6 Main and helping</p> <p>3. Use pronoun forms</p> <p style="padding-left: 20px;">3.1 Subject</p> <p style="padding-left: 20px;">3.2 Object</p> <p style="padding-left: 20px;">3.3 Possessive</p> <p>4. Use adjective forms</p> <p style="padding-left: 20px;">4.1 Articles</p> <p style="padding-left: 20px;">4.2 Predicate adjective</p> <p style="padding-left: 20px;">4.3 Comparative</p> <p style="padding-left: 20px;">4.4 Superlative</p>	<ul style="list-style-type: none"> <li>• National publications</li> <li>• Local/state/national writing competitions</li> <li>• Writing books for other grade levels</li> <li>• Write/direct dramatic productions</li> <li>• Technical writing</li> </ul>	<p>Student writing demonstrates:</p> <ul style="list-style-type: none"> <li>• Correct subject/verb agreement</li> <li>• Correct form of comparatives, superlatives, plurals, and possessives</li> <li>• Differentiation between commonly misused words (e.g. there, their, they're)</li> <li>• Correct subject and object pronouns</li> <li>• Correct agreement of pronouns</li> <li>• Correct use of "a" and "an"</li> <li>• Corrects double negatives</li> <li>• Correct form of troublesome verbs (e.g. sit/set, lie/lay)</li> <li>• Irregular forms of verbs</li> <li>• Correct use of tense</li> </ul>

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	<p>5. Use adverb forms            5.1 Comparative and superlative            5.2 End in "ly"            5.3 Common modifiers</p> <p>6. Use preposition forms            6.1 Prepositional phrases</p> <p>7. Use conjunction forms            7.1 Coordinate            7.2 Subordinate</p> <p><b>X. Usage</b></p> <p>1. Demonstrate correct subject/verb agreement</p> <p>2. Choose the correct form of comparatives, superlatives, plurals, and possessives</p> <p>3. Differentiate between commonly misused words (e.g. there, their, they're)</p> <p>4. Use subject and object pronouns correctly</p> <p>5. Use correct agreement of pronouns</p> <p>6. Identify the correct use of "a" and "an"</p> <p>6.1 Identify and correct double negatives</p> <p>6.2 Identify correct form of troublesome verbs (e.g. sit/set, lie/lay)</p>		

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<p>W2.3a Use a variety of simple and complex sentence structures in written work.</p> <p>W1.2.3b Proofread and correct grammar, sentence structure, paragraph structure, punctuation, capitalization, spelling, and usage in finished written work.</p>	<p>6.3 Identify irregular forms of verbs</p> <p>6.4 Avoid unnecessary change of tense</p> <p>6.5 Define antecedent</p> <p><b>XI. Sentence Development</b></p> <ol style="list-style-type: none"> <li>1. Combine and expand sentences</li> <li>2. Write simple and compound sentences</li> <li>3. Write examples of the four basic kinds of sentences (i.e., declarative, interrogative, imperative, exclamatory)</li> <li>4. Use adjectives, adverbs, and vivid verbs to make effective word choices to convey intended meaning</li> <li>5. Know and use complete subject and predicate, compound subjects and predicates</li> </ol> <p><b>XII. Mechanics</b></p> <ol style="list-style-type: none"> <li>1. Apply the conventions of capitalization               <ol style="list-style-type: none"> <li>1.1 Titles and initials</li> <li>1.2 Titles of written work</li> <li>1.3 Abbreviations</li> <li>1.4 Greeting and closing of letters</li> <li>1.5 Proper adjectives</li> <li>1.6 First word of direct quotations</li> </ol> </li> <li>2. Choose end punctuation to fit the sentence purpose (e.g. question mark,</li> </ol>		<p>Teacher rubrics</p> <p>Student writing</p>

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<p>W1.2.3b Proofread and correct grammar, sentence structure, paragraph structure, punctuation, capitalization, spelling, and usage in finished written work. W2.6 Use resources such as computers, word processing software, dictionaries, and thesauruses to make choices when writing.</p>	<p>period, exclamation point) 3. Use commas in dates, locations, introductory words, nouns of direct address, letters, terms in a series, appositives, compound sentences 4. Use apostrophes in contractions and possessives 5. Use quotation marks in direct quotations and titles of written work</p> <p><b>XIII. Spelling</b> 1. Build a spelling vocabulary for writing 2. Spell an increasing number of high frequency words correctly 3. Use spelling patterns to spell new words (e.g. word families, syllabication, base words, affixes) 4. Spell cross-curricular content words correctly</p> <p>5. Identify and correct misspelled words using available resources which include frequently misspelled word lists and personal spelling lists 6. Use spelling resources (e.g. thesaurus, dictionaries, dictionaries, encyclopedias, technological resources, peers, and adults)</p>	<p>Spelling Bee participation  Etymology (word origins)</p>	<p>A variety of assessments including but not limited to: student writing, spelling inventories, tests, student word list, keyboarding, and spell check</p>

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	<p>7. Use contraction rules</p> <p>8. Use spelling strategies which include:</p> <p style="margin-left: 20px;">8.1 Best guess</p> <p style="margin-left: 20px;">8.2 Dictionary</p> <p style="margin-left: 20px;">8.3 Mnemonic devices</p> <p style="margin-left: 20px;">8.4 Letter patterns</p> <p>9. Apply basic spelling rules</p> <p>10. Use suffixes, prefixes, roots to develop meaning and spelling</p> <p>11. Form compound words</p> <p>12. Recognize and form abbreviations</p> <p>13. Recognize a correctly spelled word from a group of misspelled words</p> <p>14. Correct use of computer spell check</p> <p><b>XIV. Handwriting</b></p> <p>1. Write legible in cursive</p> <p>2. Follow standard format, using margins and indentations</p>	<p>Introductions to other writing forms:</p> <ul style="list-style-type: none"> <li>• Calligraphy</li> <li>• Arabic</li> <li>• Roman</li> <li>• Japanese</li> <li>• Hieroglyphics</li> </ul>	

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