

**FIFTH GRADE**

STATE ACCOMPLISHMENTS		KNOX COUNTY GOALS & OBJECTIVES	ASSESSMENT	PRIORITY & STATE PERFORMANCE INDICATORS	PERFORMANCE OBJECTIVES	ACTIVITY	Scott Foresman Manual
<b>5.1.01 Continue to develop oral language and listening skills.</b>							
	5.1.01 a, b	Goal 2, Objectives 1-4		I	The learner will listen attentively by facing the speaker, asking appropriate questions, and paraphrasing what is said. (e.g., do not interrupt, ask questions,	IR 49: How to Be a Good Listener	Units 1-6
	5.1.01 c	Goal 3, Objective 3		I	The learner will understand, follow, and give oral multi-step directions that may include illustrations (e.g., for an activity, getting from one location to another).	Have a student give you a set of directions, using time order words. Stop once or twice and ask a question for clarification. Use a "think aloud" to tell how you remembered what to do. IR 50: Listen to Follow Directions	Units 1-6
	5.1.01 d	Goal 3, Objective 3		I	The learner will formulate and respond to questions from teachers and other group		Units 1-6
	5.1.01 e	Goal 3, Objective 3, Goal 4,		I	The learner will participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral	IR 47: Participate in a Literary Discussion	Units 1-6
	5.1.01 f	Goal 3, Objective 3, Goal 4, Objective 9		I	The learner will summarize orally what has been learned or accomplished after completing an activity or assignment that uses visual aids or props and	IR 51: Listen to Analyze and Summarize	Units 1-6
	5.1.01 g, h	Goal 3, Objectives 1, 2, 4, 5, Goal 4, Objectives 4, 6, Goal 5.		I	The learner will create and deliver an oral presentation that includes an introduction and conclusion and that uses visual aids or props and incorporates several sources.	IR 48: Give a Report or Multimedia Presentation	Units 1-6
	5.1.01 i	Goal 3, Objectives 4, 5	AH 109: Speaking, Listening, Viewing Summary	I	The learner will use different voice levels and speech patterns for small groups, informal discussions, and reports.		Units 1-6
	5.1.01 j	Goal 3, Objectives 4, 5	AH 109: Speaking, Listening, Viewing Summary	I	The learner will interpret and use a variety of non-verbal communication techniques (e.g., gestures, facial expression, posture).		Units 1-6
	5.1.01 k, l	Goal 3, Objectives 1-5		I	The learner will present and/or perform assigned or self-selected original or published literary work with a group	SR 26: Hypermedia Presentation	Units 1-6

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<b>5.1.02 Demonstrate knowledge of concepts of print.</b>							
	5.1.02 a, b	Goal 4, Objective 8 Goal 7, Objective 1, Goal 4 Objective 2	Units 1, 2	E 5.1.spi.4 5.1.spi.16	The learner will use parts of a book and common text features.	Direct students to the features of the basal reader or a content area text. Provide activities where student locates information using text features (e.g. appendix, graphics, captions, side bars.	Units 1-6
	5.1.02 c	Goal 4, Objective 9	Units 3, 4, 6 Benchmarks 1, 3, 5	E	The learner will recognize different forms of text (e.g., poems, plays, drama, letters, ads, journalism, historical fiction, biographies, fiction, non-fiction, fantasy, fables, autobiographies).	Set-up a Reading Work Station. Add different forms of text in the station throughout the year. Encourage students to read text from the station both independently and with a partner. SR 6: Reading Work Station	Units 1, 3, 5, 6
<b>5.1.03 Expand reading skills through phonemic awareness.</b>							
	5.1.03 a, b	Goal 2, Objectives 1, 2, 4, Goal 4, Objective 2. 3		I	The learner will develop awareness of the sounds of language and rhyming patterns through repeated exposure to a variety of auditory and printed	Use poetry, music lyrics, sound effects, books on tape and read alouds in the classroom on a regular basis.	Units 1-6
	5.1.03 c	Goal 2, Objectives 1, 2, Goal 4, Objectives 1. 4. 5. 6	Unit 5 Benchmark 5	E 5.1.spi.24	The learner will analyze the effects of sound in language (e.g., alliteration, onomatopoeia, rhythm, beat).	Create a flip book to illustrate literal and figurative speech. SR 4: Flip Book	Units 1-5
<b>5.1.04 Use decoding strategies to read unfamiliar words.</b>							
	5.1.04 a	Goal 4, Objectives 2-4		I	The learner will continue to use knowledge of letter-sound correspondence and structural analysis		Units 1-6
	5.1.04 b	Goal 4, Objectives 2-4	Units 2, 5, 6	E 5.1.spi.1	The learner will expand understanding and use of root words, prefixes, and suffixes to decode words.	Give pairs of students index cards on which they can write prefixes and base words. Students use the cards to build words and uses new words in a sentence. IR 10: Prefixes and Suffixes	Units 2, 5, 6
	5.1.04 c, d	Goal 4, Objectives 2, 4	Unit 5	E	The learner will understand, recognize, and use spelling patterns, syllabication and word families to decode words.	While teaching content area vocabulary, model decoding strategies to pronounce unknown words.	Units 1-6

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	5.1.04 e	Goal 1, Objective 4, Goal 4, Objectives 2-5, Goal 6.	Units 1-6	E	The learner will decode unknown grade level words utilizing learned strategies to verify word meanings within the context.	Using Daily Word Routine Chart, cover vocabulary words. Students read sentences using context clues to determine vocabulary word. IR 16: Vocabulary Frame Graphic	Units 1-6
<b>5.1.05 Read to develop fluency, expression, accuracy, and confidence.</b>							
	5.1.05 a	Goal 4, Objective 6, Goal 3, Objectives 1, 2, 5	AH: 110 Observation Summary	I	The learner will increase confidence and poise in reading aloud (e.g., paired reading, shared reading, choral reading,		Units 1-6
	5.1.05 b, c, d	Goal 4, Objectives 6, 9		I	The learner will participate in guided oral reading using appropriate pronunciation, expression, rate and purpose to increase fluency and confidence using a variety of text (e.g., poetry, drama, newspapers,		Units 1-6
	5.1.05 e	Goal 4, Objective 5		I	The learner will adjust speed based on the purpose for reading and reading level.	Allow students to read into a cassette player using the basal story, leveled reader, or self-selected book. After listening to the tape, the student will reread text and listens for improvement in fluency. IR	Units 1-6
	5.1.05 f	Goal 4, Objective 7		I	The learner will read independently daily.	Allow students to read self-selected books. AH 101 Reading Log	Units 1-6
<b>5.1.06 Expand reading vocabulary.</b>							
	5.1.06 a, b	Goal 3, Objective 3, Goal 4, Objective 2, 3, 4, 9	Units 1-6 Benchmarks 1-6	E 5.1.spi.6	The learner will build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts.	After listening to or reading a selection, write a key concept or word in the center of a semantic map. In the surrounding circles, have students suggest words from the text that are related to the key word. Ask students to explain the relationships between the key word and other words. IR 13: Semantic Map	Units 1-6

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	5.1.06 c	Goal 4, Objectives 2, 3	Units 2, 5, 6	E 5.1.spi.1	The learner will infer word meanings using roots, prefixes, and suffixes.	Give students index cards on which they can write suffixes and base words. Students use the cards to build words. Students use these new words in an original story. IR 10:	Units 2, 5
	5.1.06 d, g	Goal 1, Objective 4 Goal 4, Objectives 2-5, 8, Goal 7, Objective 1	Units 1-6 Benchmarks 1-6	E 5.1.spi.8 5.1.spi.9	The learner will use context clues, pronunciation cues, dictionaries, glossaries, and other resources to determine the meaning of unfamiliar words and the correct meaning/usage of multiple meaning words.	Encourage students to use a variety of sources to locate the meaning of an unfamiliar word.	Units 1-6
	5.1.06 e	Goal 1, Objectives 4, 6, 7 Goal 4, Objectives 2-4	Units 1, 4, 6	E 5.1.spi.2 5.1.spi.3	The learner will use appropriate synonyms, antonyms, homonyms, homophones/homographs, compound words: contractions: common	Have student select the appropriate word within context.	Units 1-6
	5.1.06 f	Goal 1, Objective 5 Goal 4, Objectives 2, 3	Units 1-6 Benchmarks 1-6	E	The learner will foster word consciousness and classify words into categories (e.g., word play, word walls and word sorts).	Select categories and write them as column heads on a four-column chart. For example, classify a group of nouns into people, places, and things. IR 17: Classification Chart	Units 1-6
	5.1.06 h	Goal 1, Objective 7	Units 4, 6	E 5.1.spi.26	The learner will recognize the relationship between two pairs of words (e.g., select the correct word to complete	IR 19: Analogy Word Lines	Units 1-6
	5.1.06 i	Goal 4, Objective 3		C	The learner will explore the impact of vocabulary in evaluating ideas.		Units 1-6
	5.1.06 j	Goal 6, Objectives 1, 2		C	The learner will use word origins to determine the meaning of unknown words (e.g., Latin and Greek roots.		Units 2, 5, 6
	5.1.06 k	Goal 4, Objectives 2, 3, Goal 6, Objective 2		I	The learner will build vocabulary by reading from a wide variety of text and literary genres that includes words from various sources (e.g., literary, content	SR 6-9: Independent Reading Work Station	Units 1-6
<b>5.1.07 Employ pre-reading strategies to facilitate comprehension.</b>							
	5.1.07 a, b, c, d	Goal 1, Objectives 5-7, Goal 4, Objectives 2, 3, Goal 7, Objective 1, 2		E	The learner will preview the text to establish a purpose for reading, to activate prior knowledge, and to facilitate the reading process (e.g., webbing, mapping, brainstorming, listing, outlining).	IR 24: Predicting IR 82: Graphic Organizer	Units 1-6

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	5.1.07 e, f	Goal 1, Objective 3-6, Goal 4, Objective 2		I	The learner will preview and make predictions about text using text features (e.g., illustration/pictures, captions, graphs, diagrams, and headings).	Using nonfiction text complete a graphic organizer with the students. Model using the illustration, headings, graphs or diagrams to build background knowledge and make predictions before reading the text. SR 88: Graphic Organizer	Units 1-6
	5.1.07 g	Goal 1, Objective 6		I	The learner will relate text to prior personal and historical experiences, current events, as well as previously read	IR 41-43: Reader Responses IR 44: Reading Across Text	Units 1-6
<b>5.1.08 Use active comprehension strategies to derive meaning while reading and checked for understanding after reading.</b>							
	5.1.08 a 1	Goal 4, Objective 5	Units 1-6 Benchmarks 1-6	E 5.1.spi.7	The learner will derive meaning while reading by formulating clarifying questions.	IR 40: What Good Readers Do	Units 1-6
	5.1.08 a 2	Goal 1, Objectives 3-6	Unit 4 Benchmarks 4-6	E 5.1.spi.17	The learner will predict outcomes based upon prior knowledge and adjusting appropriately.	Have students read a selection, stopping before a major event or description. Students predict what will happen next, and why. IR 24: Predicting	Units 1-6
	5.1.08 a 3	Goal 1, Objectives 1-8	Units 1-6 Benchmarks 1-6	E 5.1.spi.7	The learner will use metacognitive and self-monitoring reading strategies to improve comprehension (e.g., rereading, identifying miscues, reading ahead, asking or help, and drawing on earlier reading).	Teacher models self-help strategies in small group instruction. As students read, prompt them to monitor comprehension by using post-it notes to focus questions and clarify thinking during reading fix-up strategies.	Units 1-6
	5.1.08 a 4	Goal 4, Objective 5		C	The learner will create mental images.		Units 1-6
	5.1.08 a 5	Goal 5, Objective 5		E	The learner will express reactions and personal opinions to a selection relating the selection to a personal experience.	After reading a selection, engage students in a discussion on how this selection relates to an experience in their own life. Students will keep a personal response journal. IR 41: Reader Response:	Units 1-6

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	5.1.08 a 6	Goal 1, Objective 2	Units 3,4 Benchmarks 1-6	E 5.1.spi.14	The learner will make inferences, recognize unstated assumptions, and determine if theme is stated or implied	IR 31: Main Idea 35: Making Judgements	IR Units 1-6
	5.1.08 a 7	Goal 1, Objectives 7, 8		C	The learner will verify or modify the pre-reading purpose.		Units 1-6
	5.1.08 a 8	Goal 1, Objective 2	Unit 3 Benchmarks 1-6	E	The learner will draw conclusions based on evidence gained.	Have partners read fiction and non-fiction passages. Students ask questions that lead to a conclusion. Students use webs or charts to show the facts or details that support their conclusions. IR 30: Drawing Conclusions IR 88: Graphic Organizer	Units 1-4, 6
	5.1.08 b 1	Goal 1, Objectives 5,7	Unit 1, 2 Benchmarks 1-4, 6	E 5.1.spi.10 5.1.spi.27	The learner will indicate sequence of events in fiction and nonfiction text.	IR 33: Sequence IR 83: Graphic Organizer	Units 1, 3, 5
	5.1.08 b 2	Goal 1, Objective 2, 3, Goal 4, Objective 5	Unit 5 Benchmarks 5, 6	E 5.1.spi.11	The learner will select the main idea and supporting details from text.	SR 11: Main Idea/Supporting Details IR 89: Graphic Organizer IR 31: Main Ideas and Supporting	IR Units 4, 5
	5.1.08 b 3	Goal 1, Objective 3	Unit 1,2 Benchmarks 1-3, 6	E	The learner will identify the author's purpose and the effect the author's perspective has on the selection.	Read aloud a portion of a text. Students determine the author's purpose: entertain, persuade, inform, explain. IR 81: Graphic Organizer	Units 1, 2, 4
	5.1.08 b 4	Goal 1, Objectives 4, 5	Unit 4 Benchmarks 1-6	E	The learner will discuss similarities and differences in events and/or characters using evidence cited in three or more texts.	Use a Three Column Chart to compare story elements of several texts on a related topic. IR 85: Graphic Organizer	Units 1, 3-6
	5.1.08 b 5	Goal 1, Objective 5, Goal 5, Objective 5	Unit 2 Benchmark 2	E 5.1.spi.5	The learner will select and organize information to identify setting, character and plot in a passage.	After reading texts students will identify setting, character and plot in a passage. Students create flipbook to illustrate story elements. IR 28: Plot IR 86: Graphic Organizer SR 4: Flip Book	Units 1-6
	5.1.08 b 6	Goal 1, Objective 7	Unit 1 Benchmark 1	E	The learner will state reasonable generalizations in reference to two or more pieces of text on a similar topic.	After reading two selections on a specific topic, students work in pairs to compare/contrast the information. Students share their findings. IR 32: Compare/Contrast	Units 1, 4, 5

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	5.1.08 b 7	Goal 4, Objectives 7, 8	Units 1-6 Benchmarks 1-6	E 5.1.spi.25	The learner will scan a page to locate specific information to support opinions, predictions, and conclusions.	Students will scan pictures, maps, charts, sidebars, bold print, etc. to locate specific information to support opinions, predictions and conclusions.	Units 1-6
	5.1.08 b 8	Goal 1, Objectives 4, 6, 7	Unit 2 Benchmarks 2-6	E 5.1.spi.12	The learner will identify cause and effect relationships.	Students tell about an event that may cause something to happen. Others suggest possible results of the event. IR 29: Cause/Effect IR 87: Graphic Organizer	Units 1, 2, 6
	5.1.08 b 9	Goal 1, Objective 1	Unit 6 Benchmark 6	E 5.1.spi.13	The learner will distinguish between fact/opinion and reality/fiction	Students identify facts and opinions in a newspaper article. Students highlight facts in yellow, opinions in green. Students discuss their responses. IR 34: Fact and Opinion	Units 2, 6
	5.1.08 b 10	Goal 1, Objectives 1, 5, Goal 4, Objective 4	Units 2, 5 Benchmark 5	E 5.1.spi.23	The learner will identify and interpret figurative language (e.g., idioms, similes, metaphors, hyperboles, personification, imagery).	As you encounter examples of figurative language, write the examples on a class chart to serve as a reference for students. Encourage students to use figurative language in their writing.	Units 2-6
	5.1.08 b 11	Goal 1, Objective 7	Unit 6 Benchmark 6	E	The learner will recognize a common theme between two passages.	Write the names of fables, folktales and fairy tales on another index cards. Write the themes of the fairy tales on other index cards. Place students in cooperative groups. Have each group match the fairy tales with the correct themes. Later on substitute short passages for the fairytails.	Unit 6
	5.1.08 b 12	Goal 1, Objectives 2, 3		C	The learner will reflect upon comprehension strategies utilized to		Units 1-6
<b>5.1.09 Develop appropriate informational skills and study skills to facilitate learning.</b>							

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5.1.09 a	Goal 4, Objective 8, Goal 7, Objective 1	Unit 3, 6	E	The learner will use and discern appropriate reference sources in various formats (e.g., interviews with family, community leaders and government leaders; encyclopedias, card/electronic catalogs, almanacs, newspapers.	After selecting a topic, locate for information using a variety of sources. Students organize their information into a report or project to be presented in a small group. SR 30-31: Research Work Station	Units 1-6
5.1.09 b	Goal 4, Objective 8, Goal 7, Objectives 1, 2		C	The learner will use media (e.g., photographs, videos, films, the arts, on-line catalogs, non-fiction books, encyclopedias, CD-ROM references.		Units 1-6
5.1.09 c	Goal 4, Objective 8, Goal 7,		C	The learner will use current technology as a research and communication tool for personal interest, research, and		Units 1-6
5.1.09 d	Goal 4, Objectives 8, 9, Goal 7, Objective 1	Units 3, 4, 6	E	The learner will understand a variety of informational texts which include primary sources (e.g., autobiographical sketches, letters, and diaries, directions, and internet sites).	Students research a topic on the internet. Students complete an Internet Workshop Journal describing their learning from the internet site. SR 24: Internet Workshop Journal	Units 1-6
5.1.09 e	Goal 4, Objective 8, Goal 7, Objective 1	Units 1-6	E	The learner will utilize the dictionary, glossary, thesaurus, and other word-referenced materials.	Model the use of a dictionary, thesaurus, and other word-referenced materials. Provide activities for students to look up words and use them in their writings. IR 18: Challenge Grid IR 22: Dictionary/Glossary	Units 1-6
5.1.09 f	Goal 4, Objectives 7, 8		C	The learner will skim materials to develop a general overview of content or to locate specific information.		Units 1-6
5.1.09 g	Goal 4, Objective 8, Goal 7, Objectives 1, 2	Units 2, 5	E	The learner will retrieve, organize, and represent information (e.g., charts, maps, graphs, forms, timelines, and outlines).	Create a timeline that traces the history of an event of interest. Brainstorm events that might work well for their timelines. Students then create time lines with written information and dates. They may add illustrations. TE 327	Units 1-6

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	5.1.09 h	Goal 5, Objective 4	Units 4, 5	E	The learner will develop notes that include important concepts, paraphrase, summaries, and identification of reference sources.	Read aloud a selection. Use chart paper to demonstrate how to take notes in your own words on the information read. Model how to transfer ideas from notes to an organized outline and how to identify reference sources.	Units 1-6
	5.1.09 i	Goal 7, Objectives 1, 2, 3		C	The learner will develop an awareness of the effects of media (e.g., television, print materials, radio, internet, newspapers, periodicals) on daily life.		Units 1-6
	5.1.09 j	Goal 1, Objectives 1, 3		C	The learner will identify the techniques of propaganda (e.g., bandwagon, loaded words, testimonials).		Unit 6
	5.1.09 k	Goal 5, Objective 9, Goal 7, Objective 1		C	The learner will gather and record information on a research topic using three or more sources.		Units 1-6

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<b>5.1.10 Develop skills to facilitate reading to learn in a variety of content areas.</b>							
	5.1.10 a	Goal 4, Objectives 2, 3, 8, Goal 6, Objective 2	Units 1-6	E	The learner will develop and maintain vocabulary specific to content and to current events.	Complete a "Vocabulary Frame" with students. Have students keep their "frames" in a folder to use as an ongoing reference. IR 16: Vocabulary Frame	Units 1-6
	5.1.10 b	Goal 4, Objective 8, Goal 7, Objective 1	Units 2-5	E	The learner will locate information using available text features (e.g., maps, charts, time lines, graphics, indexes, glossaries, and tables of contents).	Using a Social Studies text review the key features of maps, charts, illustrations, etc. Have partners discuss the information learned from the text features.	Units 1-6
	5.1.10 c	Goal 4, Objective 8, Goal 7, Objective 1		I	The learner will apply comprehension skills and strategies to informational text (e.g., pre-reading and active comprehension).		Units 1-6
	5.1.10 d	Goal 1, Objective 4, Goal 4, Objective 5	AH 30, 90: Running Record	C	The learner will use self correction strategies while reading (e.g., pausing, rereading, consulting other sources).		Units 1-6
	5.1.10 e	Goal 7, Objective 1, Goal 4, Objective 2		C	The learner will determine and evaluate the reliability of sources on a given topic (e.g., editorials, newspapers, magazines, biographies, news reports and films).		Units 1-6

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<b>5.1.11 Read independently for a variety of purposes.</b>							
	5.1.11 a, b, c, d	Goal 4, Objectives 1-9		I	The learner will read for literary experience, to gain information, to		Units 1-6
	5.1.11 e	Goal 4, Objectives 2, 3, 8, Goal 6, Objective 2		I	The learner will read to expand vocabulary that includes words from various sources (literary, content areas, multi-cultural).		Units 1-6
	5.1.11 f	Goal 4, Objective 6		I	The learner will read to build fluency.		Units 1-6
<b>5.1.12 Experience various literary and media genres.</b>							
	5.1.12 a	Goal 3, Objective 3, Goal 4, Objective 9, Goal 1	Units 1-6 Benchmarks 1-6	E 5.1.spi.18	The learner will read to recognize various literary and media genres.	Provide students with a variety of literary materials (e.g. poetry, historical fiction, nonfiction, photographs, videos.) Have students respond to each book they read. SR 6: Independent Work Station	Units 1-6
	5.1.12 b	Goal 1, Objective 2	Units 1, 4 Benchmarks 1, 3, 5, 6	E	The learner will predict and determine the sequence of events in a story including possible problems and solutions.	Model identifying the central problem of a story. Remind students to look for clue words and phrases like "after" and "at last" to help them figure out the order of events that lead to a resolution. Complete the graphic organizer "Story Sequence" LRRG (A/B) 139 IR 26: Text Structure IR 33: Sequence IR 83-84: Graphic Organizers	Units 1, 3-6
	5.1.12 c	Goal 1, Objective 5	Units 3, 4 Benchmarks 3, 5	E 5.1.spi.19	Identify the conflict of the plot in a story or selection.	Help students arrive at the problem of a story by encouraging them to self-question. "Who has a problem?" "What is the problem?" Why is it a problem? Complete the graphic organizer "Problem and Solution" LRRG (A/B) 146 IR 28: Plot IR 86: Graphic Organizer	Units 1, 3-6

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	5.1.12 d	Goal 1, Objectives 3, 7	Units 1, 3	E	The learner will interpret a character's feelings and identify his motives.	Students read a short story and create a character web describing the character's feelings and motives LRRG (A/B) 133 IR 88: Graphic Organizer	Units 1, 3-6
	5.1.12 e	Goal 1, Objective 2	Units 1, 3	I	The learner will trace changes in the main character and describe how this		Units 1, 3-6
	5.1.12 f	Goal 1, Objective 2	Units 3, 6 Benchmarks 1-6	E 5.1.spi.14	The learner will make inferences from print and non-print text.	Students work in a small group to read a nonfiction selection. Students ask each other questions that lead to an inference or judgment. Students complete a web organizer to explain their inference or judgment. Students share maps.	Units 1-6
	5.1.12 g	Goal 6, Objective 2		I	The learner will identify how culture, ethnic, and historical eras are represented in print and non-print text(s).		Units 1-6
	5.1.12 h	Goal 1, Objectives 4, 5	Unit 4	E	The learner will compare and contrast different events and characters using evidence cited from print and non-print text(s).	Using at least two different literary media (video, historical fiction, nonfiction, poetry, etc.) have students complete a graphic organizer comparing the cited evidence on a character or event. Topics may include famous politicians, first trip to the moon, an immigrants life in America, etc. IR 81, 85, 90: Graphic Organizers	Units 1, 3, 4, 6
	5.1.12 i	Goal 1, Objectives 4, 5		I	The learner will compare and contrast different versions of the same stories/events that reflect different cultures and/or different perspectives.	Students complete the "Story Comparison" form. Encourage them to compare/contrast the characters, setting, events, and ending of the different versions of the same story.	Units 1, 3-6
	5.1.12 j	Goal 5, Objective 4	Unit 5 Benchmark 5	E 5.1.spi.15	The learner will summarize selected passages.	Model summarizing a paragraph or passage in a selection. Have students identify the main idea of the text, stated or inferred. As a group, compose a brief summary statement that focuses on the main idea. TE 81 IR 25: Summarizing IR 83: Graphic Organizers	Units 1, 3-6

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	5.1.12 k	Goal 1, Objectives 2, 3, Goal 4, Objective 5	Units 1, 2 Benchmarks 1, 2, 3, 6	E 5.1.spi.20	The learner will recall important details and retell a story from a different point of view.	After reading a folktale or fable, list important details. Students work in pairs to retell the story from a secondary character's point of view.	Units 1-6
	5.1.12 l	Goal 1, Objectives 1, 5, Goal 4, Objective 4	Units 2, 5 Benchmark 5	E 5.1.spi.23	The learner will understand the way in which figurative language is used to drive meaning from text (e.g., personification, simile, metaphor, imagery, hyperbole, alliteration, and onomatopoeia).	Use an overhead transparency of a humorous poem. Students highlight the similes and metaphors. Discuss how figurative language helps express an image or emotion. TE	Units 3-6
<b>5.1.13 Develop and sustain a motivation for reading.</b>							
	5.1.13 a	Goal 4, Objective 8		I	The learner will visit libraries/media centers and book fairs to explore books.		Units 1-6
	5.1.13 b	Goal 4, Objective 7, Goal 1, Objective 6		I	The learner will use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text genres, recommendation)		Units 1-6
	5.1.13 c	Goal 4, Objective 7		I	The learner will read daily from self-selected materials.		Units 1-6
	5.1.13 d	Goal 3, Objective 3, Goal 4, Objective 9		I	The learner will relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, artistic expressions).		Units 1-6
	5.1.13 e	Goal 5, Objective 5	AH 101: Student Form-Reading Log	I	The learner will maintain a personal reading list or reading log/journal to reflect reading progress and		Units 1-6
	5.1.13 f	Goal 6, Objective 2		I	The learner will experience and develop an awareness of literature that reflects a diverse society.		Units 1-6
	5.1.13 g	Goal 4, Objective 7		I	The learner will choose to read as a leisure activity.		Units 1-6
<b>5.2.01 Engage in prewriting using a variety of strategies.</b>							
	5.2.01 a	Goal 5, Objective 3		C	The learner will generate and focus ideas through brainstorming and peer discussions.	Students generate webs in all content areas and edit/revise as the learning continues throughout the unit	Units 1-6

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	5.2.01 b	Goal 5, Objective 9	Unit 1	E	The learner will use print and non-print materials along with prior knowledge to provide background for writing.	Provide students with a variety of literary sources (magazines, newspaper, books, pictures, audiotapes). Students review and discuss sources before writing. SR 52: Prewrite	Units 1-6
	5.2.01 c	Goal 5, Objective 3	Units 1-6 Benchmarks 1-6	E 5.2.spi.1	The learner will arrange ideas by using graphic organizers (e.g., listing, clustering, story maps, and webs).	Model using graphic organizer to arrange ideas. LRRG (A/B) 133 SR 84, 86, 88, 89: Graphic Organizers	Units 1-6
	5.2.01 d	Goal 5, Objective 6	Unit 4	E	The learner will develop notes that include important concepts.	Students take notes on index cards and swap with a partner. The partner highlights the main concepts in the notes.	Units 1, 4, 5
	5.2.01 e	Goal 5, Objective 3	Units 5, 6 Benchmarks 5, 6	E 5.2.spi.2 5.2.spi.5 5.2.spi.14	The learner will construct an outline with main ideas and supporting details.	Students identify the main idea by considering what the selection or paragraph is about. Students record and organize details on the main idea graphic organizer. LRRG (A/B) 142 SR 89: Graphic Organizer	Units 2-6
	5.2.01 f	Goal 5, Objective 3	Units 1-6 Benchmarks 1-6	E 5.2.spi.15	The learner will select and refine a topic.	Brainstorm topics with the class. Discuss each topic, eliminating the topics that are not relevant. Refine the topics that are relevant. IR 52: Prewrite	Units 1-6
	5.2.01 g, h	Goal 5, Objective 6	Unit 1 Benchmarks 1, 2, 3, 6	E 5.2.spi.4	The learner will determine the appropriate audience and purpose for writing.	Distribute different writing prompts to students. Students write a response to the prompt according to its characteristics (narrative, descriptive expository, persuasive).	Units 1-6

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<b>5.2.02 Write for a variety of audiences and purposes.</b>							
	5.2.02 a	Goal 5, Objective 6	Units 1, 2, 4 Benchmarks 1, 5	E 5.2.spi.26	The learner will compose narratives (e.g., to entertain, to inform, to report) and write an effective concluding paragraph for the essay.	Students think about an event that happened in their lives. Have students make a list of the main events in their story. Students will use their lists to write their narratives.  IR 61 Narrative Writing	Units 1, 2, 4, 5
	5.2.02 b	Goal 5, Objective 4	Unit 1 Benchmark 1	E 5.2.spi.12	The learner will write frequently in the narrative mode, and select the best title for the written selection.	Encourage students to keep a writing journal. Provide opportunities for them to write to entertain, to inform and to report on specific topics. Students will select a best title for the written selection. Students share their writings with peers.	Units 1, 4, 6
	5.2.02 c	Goal 5, Objective 5	Units 1-6 Benchmarks 1-6	E 5.2.spi.16	The learner will write in response to a standard prompt and/or select a prompt from a varied group.	Students write to a prompt using suggestions from the writing section of the teacher's editions of each basal story.	Units 1-6
	5.2.02 d	Goal 5, Objective 6	Unit 4,5 Benchmarks 3, 5	E 5.2.spi.4	The learner will write to inform a particular audience about a specific issue.	Students act as a newspaper reporter and interview a family member or school staff member. Write an informative article to share with the class.	Units 2-5
	5.2.02 e	Goal 5, Objective 6	Unit 2	E 5.2.spi.6	The learner will write a descriptive paragraph to create a visual image.	Students think of someone they would like to describe. Encourage students to use vivid words and images as they describe the person.  IR 60:	Units 2-6
	5.2.02 f	Goal 5, Objective 4	Unit 4	E	The learner will explore and experience frequent opportunities for writing in the expository mode.	Students research a natural disaster (blizzard, tornado, etc.) Students will write a paragraph on safety procedures to follow in the event of a disaster.  SR 18, 19: Writing Work Stations	Units 2-5
	5.2.02 g	Goal 5, Objective 3		C	The learner will write to acquire knowledge (e.g., clarify thinking, take notes, synthesize information, enhance		Units 1-6
<b>5.2.03 Show evidence of drafting and revision with written work.</b>							

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	5.2.03 a	Goal 5, Objective 6	Units 1-6 Benchmarks 1-6	E 5.2.spi.3	The learner will select format based on purpose.	Distribute different writing prompts to students. Students write a response to the prompt according to its characteristics (to entertain, to inform, to report.)	Units 1-6
	5.2.03 b	Goal 5, Objective 6	Units 1-6 Benchmarks 1-6	E 5.2.spi.4	The learner will write with a sense of audience.	Students identify audience and write for a variety of audiences through the following: a book report, business letter, neighborhood Lost and Found	Units 1-6
	5.2.03 c	Goal 5, Objective 4	Units 1-6 Benchmarks 1-6	E 5.2.spi.7 5.2.spi.13 5.2.spi.23	The learner will develop a paragraph with a topic sentence, supporting details, and a concluding sentence.	Students write a paragraph that has a topic sentence, supporting details, and concluding sentence. IR 89: Graphic Organizer	Units 1-6
	5.2.03 d, e	Goal 5, Objective 4	Units 1-6 Benchmarks 1-6	E 5.2.spi.19 5.2.spi.22	The learner will maintain key ideas with specific relevant supporting details.	Students make a stepbook and pick a topic they're studying in social studies or science. Write the topic on the top step. Then list five important facts about the subject and illustrate them.	Units 1-6
	5.2.03 f	Goal 5, Objective 4	Units 1-6 Benchmarks 1-6	E 5.2.spi.20	The learner will demonstrate syntactic variety.	Students work in teams of 2 to write simple sentences on index cards. Trade index cards and have students add or rearrange words and phrases to add variety to sentence structure.	Units 1-6
	5.2.03 g, h	Goal 5, Objective 4	Units 1-6 Benchmarks 1-6	E 5.2.spi.8 5.2.spi.9 5.2.spi.24	The learner will write and arrange multi-paragraph work in a logical coherent order using appropriate time order words or transitional words/phrases.	Students write a summary of an event or program that happened during the day. Sequence words and transitional phrases will be highlighted using highlighting tape or highlighters.	Units 1-6
	5.2.03 i	Goal 5, Objective 3	Units 1-6 Benchmarks 1-6	E	The learner will use correct page format (e.g., paragraphs, margins, indentations, and titles).	Students write their own book, create a book cover for their story.	Units 1-6
	5.2.03 j	Goal 5, Objective 3	Units 1-6 Benchmarks 1-6	E 5.2.spi.17 5.2.spi.22	The learner will revise to clarify thought, to refine ideas and to distinguish between important and unimportant	Students work in pairs to edit partner's writings. Display finished products.	Units 1-6
	5.2.03 k	Goal 5, Objective 5	Units 1-6 Benchmarks 1-6	E 5.2.spi.6	The learner will use precise language including vivid words and figurative language.	Have students work in small groups to rewrite a short basic story. Encourage students to use a thesaurus, dictionary, glossary or word wall to make the story lively and interesting.	Units 1-6

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	5.2.03 l	Goal 5, Objective 3			C	The learner will revise and produce drafts		Units 1-6
<b>5.2.04 Include editing before the completion of finished work.</b>								
	5.2.04 a	Goal 5, Objective 2		Units 1-6 Benchmarks 1-6	E 5.2.spi.18	The learner will edit for elements of language	Using an overhead transparency of a student's writing, as a class, edit for correct grammar usage.	Units 1-6
	5.2.04 b	Goal 5, Objective 9			C	The learner will proofread using reference materials and technology.		Units 1-6
	5.2.04 c	Goal 5, Objective 1			C	The learner will create readable documents.		Units 1-6
<b>5.2.05 Evaluate own and others' writing.</b>								
	5.2.05 a, b	Goal 5, Objective 3		Units 1-6 Benchmarks 1-6	E	The learner will develop and use classroom rubrics and use the state assessment rubric to make appropriate suggestions for improvement for written	Students work in cooperative groups to develop a rubric for grading written work. Post rubric for easy student reference.	Units 1-6
	5.2.05 c	Goal 5, Objective 3			I	The learner will participate in peer review and editing.		Units 1-6
	5.2.05 d	Goal 1, Objective 9			C	The learner will review a personal collection to determine progress.		Units 1-6
	5.2.05 e	Goal 3, Objectives 3, 4			C	The learner will acknowledge and discuss diversity of individual writing		Units 1-6
<b>5.2.06 Experience numerous publishing opportunities.</b>								
	5.2.06 a	Goal 5, Objective 3			I	The learner will produce a variety of written works (e.g., literature response, essays, "published" books, literary		Units 1-6
	5.2.06 b	Goal 7, Objective 1			I	The learner will incorporate photos, illustrations, charts, tables, or graphs.		Units 1-6
	5.2.06 c	Goal 7, Objective 4			C	The learner will use technology for publishing individual and group work.		Units 1-6
	5.2.06 d	Goal 5, Objective 5			C	The learner will identify and explore opportunities for publication (e.g., local and national contests, internet web sites,		Units 1-6
<b>5.2.07 Write narrative accounts.</b>								
	5.2.07 a	Goal 5, Objective 6		Unit 1 Benchmark 1	E 5.2.spi.16	The learner will write in response to narrative prompts, including frequent opportunities for timed writing.	Utilize the writing prompts located in the writing section of the basal teacher's edition	Units 1, 2, 4, 6

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	5.2.07 b, c, d, f	Goal 5, Objectives 3, 4, 5	Units 1-6 Benchmarks 1-6	E	The learner will write with developed characters, setting, and plot with well-developed organizational structure, sequence of events, key ideas, and	Students complete a story elements graphic organizer. Students write a story using the organizer.	Units 1-6
	5.2.07 e	Goal 5, Objective 5	Units 1-6 Benchmarks 1-6	E 5.2.spi.25	The learner will elaborate through the use of sensory details, vivid words, and figurative language to establish a context that enables readers to visualize an event or experience.	Students use a word web to identify an event or experience and list descriptive details. IR 88: Graphic Organizer LRRG (A/B) 134	Units 1-6
	5.2.07 g	Goal 5, Objective 4	Units 1-6 Benchmarks 1-6	E 5.2.spi.11	The learner will demonstrate syntactic variety (i.e., vary sentence structure).	Using student journal entries, model how to add or rearrange words or phrases for sentence	Units 1-6
	5.2.07 h	Goal 5, Objective 2		C	The learner will demonstrate facility in use of language (i.e., unique word		Units 1-6
	5.2.07 i	Goal 5, Objective 6		C	The learner will develop an identifiable voice.		Units 1-6
	5.2.07 j	Goal 5, Objective 3	Units 1-6 Benchmarks 1-6	E	The learner will use classroom/state rubric as a guide for writing narrative accounts.	Students have a copy of the rubric that will be used to score narrative writing accounts. Post the rubric in the classroom.	Units 1-6
<b>5.2.08 Write frequently across all content areas.</b>							
	5.2.08 a	Goal 5, Objective 5		I	The learner will produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, letters to the editor, historical fiction).		Units 1-6
	5.2.08 b	Goal 5, Objective 6		C	The learner will compose and respond to original questions and/or problems from		Units 1-6
	5.2.08 c	Goal 1, Objective 7		C	The learner will explain procedures used to solve problems encountered in content areas (e.g., science experiments, math problems, map and globe activities).		Units 1-6
	5.2.08 d	Goal 1, Objective 11	Units 4, 5 Benchmark 5	E 5.2.spi.10	The learner will investigate content specific topics to gather information and write.	Read a selection from the science or social studies text. Have students gather and organize information from reliable sources in a web graphic organizer. Students use the information in the web to write a paragraph. LRRG (A/B) 133	Units 1-6
	5.2.08 e	Goal 5, Objective 5		C	The learner will use experiences from the arts to write creatively and expressively.		Units 1-6

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<b>5.2.09 Write expressively using original ideas, reflections, and observations.</b>							
	5.2.09 a, b	Goal 5, Objective 5	Units 1-6 Benchmarks 1-6	E 5.2.spi.25	The learner will express thoughts and feelings using colorful, fully elaborated descriptions and incorporate vivid words and figurative language.	Have the class generate a list of "power" words which will eliminate overused. Classify the words into categories and display as a resource for student writing.	Units 1-6
	5.2.09 c	Goal 5, Objective 5		I	The learner will write poems and stories based upon personal reflections, observations, and experiences.		Units 1-6
	5.2.09 d	Goal 2, Objective 2, Goal 4, Objective 9		C	The learner will view, read, or listen to examples of various writing styles.		Units 1-6
<b>5.2.10 Write in response to literature.</b>							
	5.2.10 a	Goal 5, Objective 6		C	The learner will write a letter to/as a character in a written work.		Units 1, 3,-6
	5.2.10 b	Goal 1, Objective 8		C	The learner will create an optional ending for a story.		Units 1-6
	5.2.10 c	Goal 4, Objective 12	Unit 1	E	The learner will retell a story from a different point of view.	Students choose a scene from a story and rewrite it from a different point of view. IR 69: Analysis of Point of View	Units 1-6
	5.2.10 d	Goal 4, Objective 11	Unit 3	E	The learner will compare and contrast literary works.	Students use a Venn diagram to compare fiction and nonfiction selections on a similar topic. LRRG (A/B) 147	Units 1, 3-6
	5.2.10 e	Goal 5, Objective 5		C	The learner will write a reader's response to a literary work.		Units 1-6
	5.2.10 f	Goal 4, Objective 12, Goal 5, Objective 5		I	The learner will write creative, imaginative, and original responses to literature (e.g., poems, raps, songs, stories).		Units 1-6
<b>5.2.11 Write in a variety of modes and genres.</b>							

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	5.2.11 a, b	Goal 5, Objective 5	Units 1,2	E	The learner will write narrative and descriptive papers with vivid words and figurative language.	Provide opportunities for students to write about interesting or exciting people, places or events. Encourage students to use sharp, lively images and interesting details. IR 60: Descriptive Writing IR 61:	Units 1, 2, 4, 6
	5.2.11 c	Goal 5, Objective 2	Unit 4 Benchmark 3	E 5.2.spi.21	The learner will write expository paragraphs that include multiple steps or examples to support explanation.	Read aloud a recipe or directions for playing a game. Discuss strengths/weakness of directions. Have students rewrite clearer directions. IR 58: How-to Writing LRRG (A/B) 148 IR 59: Persuasive Writing	Units 1-6
	5.2.11 d	Goal 5, Objective 6	Unit 3, 6 Benchmark 6	E 5.2.spi.21	The learner will write an essay to persuade or to compare/contrast two or more people, places, things or ideas.	Using a graphic organizer, students will identify similarities/differences between two or more items or issues (e.g., TV programs, US presidents, foods, books, musicians, etc.) Students will use this information to write about the issues or items. LRRG (A/B) 141 IR 32: Compare/Contrast IR 90: Graphic Organizer	Units 3, 6
	5.2.11 e	Goal 4, Objective 9		C	Create a variety of poems.		Units 1-6
	5.2.11 f	Goal 1, Objective 11, Goal 5, Objective 9	Unit 5 Benchmark 5	E 5.2.spi.10	The learner will write a research report using multiple sources and notes taken from those sources citing titles and authors.	Students use a KWL chart to evaluate knowledge of concept. Have students use a hierarchical organizer to divide into subcategories and gather information for report while citing sources. LRRG (A/B) 135 and see appendix	Units 2-5
	5.2.11 g	Goal 5, Objective 6	Benchmark 2	I	The learner will write friendly and business letters.		Units 1-6
	5.2.11 h	Goal 5, Objective 6		C	The learner will write journalistic articles.		Units 1-6
	5.2.11 i	Goal 5, Objective 6		I	The learner will use journal entries to demonstrate level of understanding.		Units 1, 2, 4

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	5.2.11 j	Goal 5, Objective 6	Units 1,5	E	The learner will write an autobiographical account.	Students use a timeline to sequence important events in their lives. From the timelines students write an autobiography and present the report using the paper bag book report. LRRG (A/B) 143 for timeline See appendix: Paper Bag Report	Unit 1
<b>5.3.01 Demonstrate knowledge of standard English usage.</b>							
	5.3.01 a	Goal 5, Objectives 2, 4	Unit 2	E 5.3.spi.3	The learner will use nouns appropriately (e.g., common/proper, singular/plural; possessives; predicate nouns, and names persons, places, things, or ideas.	Students read a newspaper or magazine article and use highlighting tape to identify all types of nouns. After identifying the nouns make a chart and have students categorize the types of nouns.	Units 2, 4, 6
	5.3.01 b	Goal 5, Objective 2	Unit 3	E 5.3.spi.3	The learner will use verbs appropriately (e.g., action/linking, regular/irregular; "be"/"have," verb phrases, agreement with subject in person and number, and present/past tense,	Students make a person book using a favorite athlete/ olympian. Describe the sport of the athlete, how he/she feels about practicing. Include in your story the past, present, and future events that the athlete has or will hope to accomplish. Highlight verbs.	Unit 3
	5.3.01 c	Goal 5, Objective 2	Unit 5	E 5.3.spi.3	The learner will use pronouns appropriately (e.g., agreement with antecedent, reflexive, possessive, correct pronoun case).	Students read a newspaper or magazine article and use highlighting tape to identify pronouns. After identifying the pronouns make a T-chart and have students write the pronouns on one side and the noun it replaces on the other side. LRRG (A/B) 150	Units 1, 5
	5.3.01 d	Goal 5, Objective 2	Unit 4	E 5.3.spi.3	The learner will use adjectives appropriately (e.g., common/proper, predicate adjectives, demonstrative adjectives, proper comparative forms).	After reading text have students use adjectives to describe main characters. Record response and share with peers.	Units 4, 6
	5.3.01 e	Goal 5, Objective 2	Unit 5	E	The learner will use prepositions appropriately (e.g., place prepositional phrases in correct location within the	Students will use prepositional phrases in sentences describing people and things in the	Unit 5

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	5.3.01 f	Goal 5, Objective 2	Unit 4	E 5.3.spi.3	The learner will use adverbs appropriately (e.g., proper comparative forms, adverbs of degree {too, very}) and identify the verbs they modify.	Using a four column chart, students list words from sentence under headings of adverbs, nouns, verbs, adjectives.	Unit 4
	5.3.01 g	Goal 5, Objective 2	Unit 5	E	The learner will use conjunctions appropriately (e.g., coordinating).	Students use: and/but/or in sentences to summarize the school day's event.	Unit 5
	5.3.01 h	Goal 5, Objective 2		E 5.3.spi.10	The learner will use interjections appropriately.	Students will choose the appropriate interjection to complete	Units 1-6
	5.3.01 i	Goal 5, Objective 2	Units 1-6 Benchmarks 1-6	E 5.3.spi.1	The learner will recognize usage errors.	Given a paragraph with usage errors, students edit to make correction (e.g., double negatives, troublesome words - affect/effect, lie/lav, sit/set, teach/learn).	Units 1-6
	5.3.01 j	Goal 6, Objectives 1, 2		C	The learner will recognize and appreciate cultural and regional differences signaled by word usage and vocabulary.		Units 1-6
<b>5.3.02 Demonstrate knowledge of standard English mechanics.</b>							
	5.3.02 a	Goal 5, Objective 2	Unit 6	E	The learner will capitalize correctly sentence beginnings, proper nouns and adjectives, pronoun I, days of the week, holidays, months, titles, addresses, initials, abbreviations, quotations, parts of	Students write a postcard to a family member or friend. Student addresses the postcard and writes a message using proper capitalization.	Unit 4
	5.3.02 b	Goal 4, Objective 6	Unit 2, 6	I	The learner will use correct end of sentence punctuation (e.g., ending punctuation, period, question mark).	Provide a variety of writing opportunities for students to strengthen punctuation skills (e.g., letter writing, invitations, creating cartoon strips, thank-you notes, etc.).	Units 1-6
	5.3.02 c	Goal 4, Objective 6	Unit 2	E 5.3.spi.5 5.3.spi.9 5.3.spi.11 5.3.spi.12	The learner will demonstrate knowledge of comma rules; use of colons, semicolons within context.	Students will correctly use commas, colons & semicolons within context (e.g., words in a series, dates, addresses, business and friendly letters, compound sentences, coordinating conjunctions, introductory words, etc.).	Unit 2
	5.3.03 d	Goal 4 Objective 6	Unit 6	E 5.3.spi.6	Student will demonstrate correct use of quotation marks including their use with capitalization, end marks, and explanatory material.	Provide a variety of writing opportunities for students to strengthen their skills in the correct use of quotation marks.	Unit 6

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	5.3.02 e	Goal 5, Objective 2	Unit 3	E	The learner will form contractions, singular and plural possessives using	PH 97: Contractions	Units 3, 5
	5.3.02 f	Goal 5, Objective 2		C	The learner will abbreviate words correctly.		Unit 6
	5.3.02 g	Goal 5, Objectives 1, 2		I	The learner will continue to write legibly using correct cursive letter formation in daily assignments.		Units 1-6
<b>5.3.03 Demonstrate knowledge of standard English spelling</b>							
	5.3.03 a	Goal 5, Objective 2		I	The learner will spell high-frequency words correctly.		Units 1-6
	5.3.03 b, c	Goal 5, Objective 2		C	The learner will spell correctly commonly misspelled words in grade-level, content.		Units 1-6
	5.3.03 d	Goal 5, Objective 2	Units 1-6	E 5.3.spi.7	The learner will recognize misspelled words in the context of sentences	Given a paragraph, students will edit for misspelled words.	Units 1-6
	5.3.03 e	Goal 5, Objective 2	Unit 3	E 5.3.spi.8	The learner will correctly spell irregularly formed plural nouns, plurals and possessives.	Make a flip book and write a noun on the flap. Underneath have students write the irregularly spelled plural noun. SR 4: Flip Book	Units 3, 4
	5.3.03 f	Goal 4, Objectives 2, 3	Units 2, 5, 6	E	The learner will use knowledge of root words, prefixes, suffixes, and structural analysis to spell words correctly and understand the meaning of these affixes.	PH 101: Prefix Patterns IR 9: Basewords IR10: Prefixes and Suffixes	Units 2, 5
	5.3.03 g	Goal 5, Objective 2, Goal 7, Objective 2		C	The learner will determine correct spelling of words utilizing electronic and print tools (e.g., spell checkers,		Units 1-6
	5.3.03 h	Goal 1, Objectives 4, 6, 7, Goal 4, Objectives 2, 3, 4	Unit 1	E	The learner will identify correctly spelled homonyms, homophones/homographs within the context of sentences or phrases.	Give students a paragraph which contains spelling errors related to homonyms/homophones/homographs. Have students work in pairs to correct errors. Have students share and explain their work.	Units 1, 3, 4
	5.3.03 i	Goal 5, Objective 3		C	The learner will proofread and edit for accuracy of spelling using appropriate strategies to confirm spelling and to		Units 1-6
	5.3.03 j	Goal 5, Objective 2		I	The learner will develop a consciousness toward correct spelling across all subject		Units 1-6

**FIFTH GRADE**

STATE ACCOMPLISHMENTS		KNOX COUNTY GOALS & OBJECTIVES	ASSESSMENT	PRIORITY & STATE PERFORMANCE INDICATORS	PERFORMANCE OBJECTIVES	ACTIVITY	Scott Foresman Manual
<b>5.3.04 Demonstrate knowledge of correct sentence structure.</b>							
	5.3.04 a	Goal 5, Objective 2	Unit 1	E 5.3.spi.4	The learner will use appropriate language structure in oral and written communication (e.g., subject-verb agreement in simple and compound sentences, correct word order, and	Working in small groups, have students write about a school event. After students revise their written work, have one group member read the final product to	Units 1, 3, 6
	5.3.04 b	Goal 5, Objective 3	Unit 1	E 5.3.spi.2	The learner will recognize and edit incomplete sentences and run-on sentences.	Using examples of students' journal entries, have students edit incomplete and run-on sentences.	Units 1, 4, 5, 6
	5.3.04 c, d	Goal 5, Objective 2	Unit 1	E	The learner will combine simple sentences into compound sentences using compound subjects and/or predicates, identify and write declarative, interrogative exclamatory, and imperative	Using magazines and newspapers, students classify sentences using a 4-column chart. IR 78: Graphic Organizer	Unit 1-6