





Teacher: \_\_\_\_\_

**FIFTH GRADE**  
**Grade Level Indicator Class Summary Sheet**

School Year: \_\_\_\_\_

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
<b>Reading Process: Concepts of Print Comprehension Strategies and Self Monitoring Strategies Standard - Cont.</b>																
4. Summarize the information in texts, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each.																
5. Make inferences based on implicit information in texts, and provide justifications for those inferences.																
C. Make meaning through asking and responding to a variety of questions related to text.																
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.																
D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.																
8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back or summarizing what has been read so far in text.																
9. List questions and search for answers within the text to construct meaning.																
<b>Reading Applications: Informational, Technical and Persuasive Text Standard</b>																
A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.																





Teacher: \_\_\_\_\_

**FIFTH GRADE**  
**Grade Level Indicator Class Summary Sheet**

School Year: \_\_\_\_\_

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
<b>Literary Text Standard - Cont.</b>																
D. Differentiate between the points of view in narrative text.																
4. Identify the speaker and explain how point of view affects the text.																
E. Demonstrate comprehension by inferring themes, patterns and symbols.																
5. Summarize stated and implied themes.																
F. Identify similarities and differences of various literary forms and genres.																
6. Describe the defining characteristics of literary forms and genres, including poetry, drama, chapter books, biographies, fiction and non-fiction.																
G. Explain how figurative language expresses ideas and conveys mood.																
7. Interpret how an author's choice of words appeals to the senses and suggests mood.																
8. Identify and explain the use of figurative language in literary works, including idioms, similes, hyperboles, metaphors and personification.																
<b>Writing Process Standard</b>																
A. Generate ideas and determine a topic suitable for writing.																
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.																

Teacher: \_\_\_\_\_

**FIFTH GRADE**  
**Grade Level Indicator Class Summary Sheet**

School Year: \_\_\_\_\_

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
<b>Writing Process Standard - Cont.</b>																
2. Conduct background reading, interviews or surveys when appropriate.																
3. State and develop a clear main idea for writing. B. Determine audience and purpose for self-selected and assigned writing tasks.																
4. Determine a purpose and audience. C. Clarify ideas for writing assignments by using graphics or other organizers.																
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.																
D. Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.																
6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.																
7. Vary simple, compound and complex sentences structures.																
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.																
9. Vary language and style as appropriate to audience and purpose.																
10. Use available technology to compose text.																

Teacher: \_\_\_\_\_

**FIFTH GRADE**  
**Grade Level Indicator Class Summary Sheet**

School Year: \_\_\_\_\_

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
<b>Writing Process Standard - Cont.</b>																
11. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).																
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.																
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.																
E. Select more effective vocabulary when editing by using a variety of resources and reference materials.																
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.																
F. Edit to improve fluency, grammar and usage																
15. Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.																
G. Apply tools to judge the quality of writing.																
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.																
H. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.																



Teacher: \_\_\_\_\_

**FIFTH GRADE**  
**Grade Level Indicator Class Summary Sheet**

School Year: \_\_\_\_\_

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention														Student's Name
<b>Writing Applications Standard - Cont.</b>																	
D. Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.																	
4. Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast) and include facts, details and examples to illustrate important ideas.																	
E. Use persuasive strategies, including establishing a clear position in support of a proposition or proposal with organized and relevant evidence.																	
<b>Writing Conventions Standard</b>																	
A. correct spelling conventions.																	
1. Spell high-frequency words correctly.																	
2. Spell contractions correctly.																	
3. Spell roots, suffixes and prefixes correctly.																	
B. Use conventions of punctuation and capitalization in written work.																	
4. Use commas, end marks, apostrophes and quotation marks correctly.																	
5. Use correct capitalization.																	

Teacher: \_\_\_\_\_

**FIFTH GRADE**  
**Grade Level Indicator Class Summary Sheet**

School Year: \_\_\_\_\_

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
<b>Writing Conventions Standard - Cont.</b>																
C Use grammatical structures to effectively communicate ideas in writing.																
6. Use various parts of speech such as nouns, pronouns and verbs (e.g., regular and irregular, past, present and future).																
7. Use prepositions and prepositional phrases.																
8. Use adverbs.																
9. Use objective and nominative case pronouns																
10. Use indefinite and relative pronouns.																
11. Use conjunctions and interjections.																
<b>Research Standard</b>																
A. Formulate open-ended research questions suitable for inquiry and investigation and develop a plan for gathering information.																
1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.																
B. Locate and summarize important information from multiple sources.																
2. Locate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).																
C. Organize information in a systemic way.																
3. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers).																

Teacher: \_\_\_\_\_

**FIFTH GRADE**  
**Grade Level Indicator Class Summary Sheet**

School Year: \_\_\_\_\_

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
<b>Research Standard - Cont.</b>																
4. Compare and contrast important findings and select sources to support central ideas, concepts and themes.																
D. Acknowledge quoted and paraphrased information and document sources used.																
5. Define plagiarism and acknowledge sources of information.																
E. Communicate findings orally, visually and in writing or through multimedia.																
6. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.																
<b>Communication: Oral &amp; Visual Standard</b>																
A. Use effective listening strategies, summarize major ideas and draw logical inference from presentations and visual media.																
1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).																
2. Interpret the main idea and draw conclusions from oral presentations and visual media.																
B. Explain a speaker's point of view and use of persuasive techniques in presentations and visual media.																
3. Identify the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).																



Teacher: \_\_\_\_\_

**FIFTH GRADE**  
**Grade Level Indicator Class Summary Sheet**

School Year: \_\_\_\_\_

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
<b>Communication: Oral &amp; Visual Standard Cont.</b>																
E. Present ideas in a logical sequence and use effective introductions and conclusions that guide and inform a listener's understanding of key ideas.																
8. Deliver informational presentations (e.g., expository, research) that:																
a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;																
c. organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast).																
d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and																
e. draw from several sources and identify sources used.																
F. Give presentations using a variety of delivery methods, visual materials and technology.																
9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive/details.																

