



I can quote from fiction text to explain meaning. I can quote from fiction text to explain my inferences. I can determine the theme of a story. I can explain the characters' actions from text. I can summarize a fictional text. I can compare and contrast characters, setting or events. I can explain the parts of a story using chapters. I can describe how a narrator or speaker's point of view influences I can introduce a narrator or characters in a situation. I can organize events in sequence. I can use description and conversation to develop experiences and events. I can show sequence using transitional words or phrases. I can use sensory details and words to share experiences and events. I can provide a conclusion for the narrative. I can produce writing that fits the task, purpose, and audience.	Reading: Literature	Writing
I can explain how visual elements contribute to a story. I can analyze how multimedia elements contribute to a story. I can compare and contrast stories from the same genre. I can read and understand fifth grade fiction. I can write on a regular basis with stamina for different tasks, purposes, and audiences.	I can quote from fiction text to explain my inferences. I can determine the theme of a story. I can explain the characters' actions from text. I can summarize a fictional text. I can compare and contrast characters, setting or events. I can explain the parts of a story using chapters. I can describe how a narrator or speaker's point of view influences a story. I can explain how visual elements contribute to a story. I can analyze how multimedia elements contribute to a story. I can compare and contrast stories from the same genre.	I can organize events in sequence. I can use description and conversation to develop experiences and events. I can show sequence using transitional words or phrases. I can use sensory details and words to share experiences and events. I can provide a conclusion for the narrative. I can produce writing that fits the task, purpose, and audience. I can determine appropriate organizational strategies for a specific type of writing. I can produce writing that is clear and coherent. I can improve my writing by planning, revising, editing, and rewriting with peers and teachers. I can write on a regular basis with stamina for different tasks,

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English Language Arts – First Marking Period



Speaking and Listening	Language	Reading: Informational Text
I can summarize what I read, see, and hear.	I can use references to spell fifth grade words when needed. I can compare and contrast the use of voice in stories. I can use context clues to help me understand new words. I can use dictionaries, glossaries, and thesauruses to help me understand and pronounce new words. I can use fifth grade words correctly.	I can determine the main idea. I can explain how the main idea is supported by details. I can summarize the text.

English Language Arts – Second Marking Period

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Reading: Literature	Writing	
I can quote from fiction text to explain meaning.	I can introduce a narrator or characters in a situation.	
I can quote from fiction text to explain my inferences.	I can organize events in sequence. I can use description and conversation to develop experiences and events.	
I can determine the theme of a story.		
I can explain the characters' actions from text.	I can show sequence using transitional words or phrases.	
I can summarize a fictional text. I can compare and contrast characters, setting or events.	I can use sensory details and words to share experiences and events.	
I can explain the parts of a story using chapters.	I can provide a conclusion for the narrative.	
I can describe how a narrator or speaker's point of view influences	I can produce writing that fits the task, purpose, and audience.	
a story. I can explain how visual elements contribute to a story.	I can determine appropriate organizational strategies for a specific type of writing.	
I can analyze how multimedia elements contribute to a story.	I can produce writing that is clear and coherent.	
I can compare and contrast stories from the same genre.	I can improve my writing by planning, revising, editing, and rewriting with peers and teachers.	
I can read and understand fifth grade fiction.	I can write on a regular basis with stamina for different tasks, purposes, and audiences.	

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English Language Arts – Second Marking Period

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Language	Foundational Skills	
I can explain the use of conjunctions, prepositions, and interjections.		
I can form and use the perfect verb tenses.	I can read and understand prose and poetry	
I can use verb tenses to show meaning.	fluently and accurately.	
I can fix verb tenses that are used incorrectly.		
I can use conjunctions correctly (either/or, neither/nor).		
I can use commas correctly to separate items in a series.		
I can use commas correctly to separate an introductory element of a sentence.		
I can use commas after the words yes and no to set them apart.		
I can set off a tag question from the rest of the sentence.	Writing	
I can use commas to indicate direct address.		
I can use underlining, quotation marks, or italics to indicate titles of works.	I can write on a regular basis with stamina	
I can spell fifth grade words correctly.	for different tasks, purposes, and audiences.	
I can use references to spell fifth grade words when needed.		
I can expand, combine, and reduce sentences to make them more interesting.		
I can compare and contrast the use of voice in poems.		
I can use affixes and roots to help me learn new words.		
I can use dictionaries, glossaries, and thesauruses to help me understand and pronounce new words.		
I can interpret figurative language.	Reading: Informational Text	
I can explain meaning of common idioms, adages, and proverbs.		
I can use the relationship of synonyms, antonyms, and homographs to help me understand each word.	Speaking and Listening	
I can use fifth grade words correctly.	Speaking and Listening	

English Language Arts – Third Marking Period



Reading: Informational Text	Writing	Language
I can quote accurately from a text. I can draw inferences from a text. I can explain how people, events, ideas, or concepts are related in informational text. I can understand science and social studies	I can introduce a topic and state a related opinion. I can organize my ideas to support my purpose. I can provide logically ordered reasons with supporting facts and details.	I can spell fifth grade words correctly. I can use references to spell fifth grade words when needed. I can use fifth grade words correctly. I can use dictionaries, glossaries, and thesauruses to help me understand and
vocabulary. I can compare and contrast the structure of various texts. I can compare and contrast two texts that tell about the same event or topic.	I can provide a conclusion related to the opinion. I can introduce a topic clearly. I can provide general observations and focus. I can include formatting to aid in comprehension. I can develop the topic using facts and details.	Reading: Literature I can summarize non-fictional texts.
I can use a variety of texts to locate an answer or to solve a problem.	I can use words and phrases to link ideas and information.	Foundational Skills
I can explain how authors support an idea. I can put together ideas from different texts to communicate about a topic.	I can use clear language to inform. I can provide a conclusion related to the information.	I can use context clues to figure out unfamiliar words and understand the text.
I can independently read and understand fifth grade nonfiction.	I can write on a regular basis with stamina for different tasks, purposes, and audiences.	Speaking and Listening

English Language Arts – Fourth Marking Period



Reading: Literature	Writing	Foundational Skills
I can explain the parts of a play using scenes.	I can use transitional words and phrases to link opinion with reasons.	I can use phonics to help me read new fifth grade words with multiple syllables.
Speaking and Listening	I can use technology to produce and publish writing while collaborating with others.	I can read and understand grade level text fluently and accurately.
I can come to discussions prepared to share my ideas.	I can use appropriate keyboarding skills to produce two pages of writing in a single sitting.	Language
I can use my preparation to share new ideas about a topic during a discussion.	I can conduct short research projects using several sources.	I can spell fifth grade words correctly.
I can follow rules for discussions and complete my role. I can ask and respond to questions in a discussion to help clarify the information discussed.	I can research and use what I have experienced to gather information.	I can use references to spell fifth grade words when needed.
I can review key ideas expressed in a discussion. I can draw conclusions after a discussion.	I can draw specific details from stories to support analysis and reflection.	I can compare and contrast the use of voice in dramas.
I can summarize the points a speaker makes and support each claim with reason and evidence.	I can draw evidence from informational text to use in research.	I can use dictionaries, glossaries, and thesauruses to help me understand and
I can give a report in a logical sequence using facts and details.	I can write on a regular basis with stamina for different tasks, purposes, and audiences.	pronounce new words.
I can speak clearly and at a good pace. I can use multi-media graphics and sound as well as visual aids to help my presentations. I can adapt my speech to different situations, using formal English when appropriate.	Reading: Informational Text	I can use fifth grade words correctly.