

Jemez Valley Public Schools
FIFTH GRADE LANGUAGE ARTS • CONTENT MAP

Quadrant I	Quadrant II	Quadrant III	Quadrant IV
Strand 1: Reading and Listening for Comprehension			
Standard: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.			
<p>Read aloud grade-appropriate text with fluency, comprehension expression and personal style (year long).</p> <p>Use strategies to clear up confusing parts of a text.</p> <p>Choose materials to read independently.</p> <p>Follow oral instructions that provide information about a task.</p> <p>Use word reference materials.</p> <p>Make predictions. Formulate questions.</p> <p>Expand and refine vocabulary through reading, word study, content area study and writing process elements.</p> <p>Make connections between text, including print and non-print, by recognizing similarities and differences based on a common theme, lesson, or message.</p> <p>Determine the correct sequence of events or information.</p> <p>Distinguish between fact and opinion.</p> <p>Identify elements of plot/story elements.</p> <p>Narrate a fictional account.</p>	<p>Delve deeper into the topic.</p> <p>Identify main ideas and significant details.</p> <p>Analyze word choice and content.</p> <p>Examine reasons for character's actions.</p> <p>Analyze cause and effect, compare and contrast, story elements to predict a logical outcome.</p> <p>Create and present a product that demonstrates a personal response.</p> <p>Identify elements of fiction and non-fiction.</p> <p>Identify examples of figurative language including personification.</p>	<p>Evaluate the usefulness and quality of information and ideas based on purpose, experiences, texts and graphics.</p> <p>Seek additional information.</p> <p>Make informed judgments about bias, propaganda, stereotyping, and media techniques.</p> <p>Conduct research from a variety of sources.</p> <p>Understand concept of primary sources.</p> <p>Support answers from textual information, previous experience and/or other sources.</p> <p>Make inferences and draw conclusions.</p> <p>Elaborate on the information and the ideas presented.</p> <p>Evaluate inferences, conclusions and generalizations to determine author's purpose and opinion.</p> <p>Identify elements of fiction and non-fiction that support plot development, choice of words, effectiveness of figurative language and personification.</p> <p>Draw conclusions based on evidence.</p> <p>Explore a variety of sources that provide information.</p> <p>Examine alternative perspectives.</p>	<p>Recognize the point of view of the author by considering alternative points of view or reasons by remaining open to other interpretations.</p> <p>Evaluate text to determine author's purpose and opinion.</p>

Quadrant I	Quadrant II	Quadrant III	Quadrant IV
Strand 2: Writing and Speaking for Expression			
Standard: Students will communicate effectively through speaking and writing.			
<p>Read aloud grade-level text with fluency, comprehension, expression, and personal style.</p> <p>Create a rough draft.</p> <p>Spell most commonly used words accurately.</p> <p>Create journals, notes, stories, reports, and letters using appropriate formats and multimedia.</p> <p>Use conjunctions to connect ideas.</p> <p>Identify and correctly use verbs that are often misused.</p> <p>Edit for grammar, language conventions and format.</p> <p>Correctly use transitions.</p>	<p>Write an autobiographical account.</p> <p>Use colons and quotation marks correctly.</p> <p>Correctly use independent and dependent clauses.</p> <p>Identify and correct errors in everyday speech.</p> <p>Write essays that speculate on cause and effect.</p> <p>Revise for clarity and focus.</p>	<p>Present and support arguments.</p> <p>Make presentations to inform or persuade.</p> <p>Influence the thinking of others.</p> <p>Write a persuasive essay.</p> <p>Focus revision on creating simple and/or complex sentences for clarity and impact.</p> <p>Publish and share final product.</p> <p>Focus revision on developing a lead, characters or mood.</p> <p>Use language to formulate hypotheses.</p> <p>Correctly spell frequently misspelled words.</p>	<p>Evaluate the content of oral communication.</p> <p>Evaluate information and ideas.</p> <p>Create and deliver presentations that convey ideas clearly and relate to the background and interest of the audience using a variety of media.</p>
Quadrant I	Quadrant II	Quadrant III	Quadrant IV
Strand 3: Students will use literature and media to develop an understanding of people, societies, and the self.			
Standard: Students will communicate effectively through speaking and writing.			
<p>Identify main conflict in a plot and describe how it is resolved.</p> <p>Explain the importance of a character's actions to the plot and theme of a literary work.</p>	<p>Identify social/cultural values and beliefs reflected in literature and media.</p> <p>Explain why similar character types are found in multiple cultures</p> <p>Contrast the actions and</p>	<p>Identify archetypal patterns and symbols depicted through literature and media of various cultures.</p>	

	motives of characters in literary works.		
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