

Grade 5

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Subject	Grade	Strand	Standard	Benchmark

Grade 5: Reading Process

Phonics/Word Analysis		Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	
	The student will:		
LA.5.1.4.1	- understand spelling patterns;		
LA.5.1.4.2	- recognize structural analysis; and		
LA.5.1.4.3	- use language structure to read multi-syllabic words in text.		
Access Points for Students with Significant Cognitive Disabilities			
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - identify phonemes in common spelling patterns, including blends, digraphs, and diphthongs; - decode words with consonant and vowel digraphs and common vowel diphthongs; - decode compound words and contractions; - recognize words with possessives and inflections (-ed, -ing); - decode phonetically regular multi-syllabic words; - recognize high frequency words with irregular spellings; - recognize common abbreviations; and - use self-correction when subsequent reading indicates an earlier misreading. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - identify, blend, and segment initial, final, and medial phonemes in CVC and CVCE words; - decode phonetically regular words with common long and short vowel spelling patterns; - recognize high frequency sight words; and - use self-correction when subsequent reading indicates an earlier misreading. 	
		<p><i>Participatory:</i> The student will respond to pictures or symbols paired with spoken words in daily activities.</p>	

Fluency		Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
	The student will:		
LA.5.1.5.1	- demonstrate the ability to read grade level text; and		
LA.5.1.5.2	- adjust reading rate based on purpose, text difficulty, form, and style.		
Access Points for Students with Significant Cognitive Disabilities			
<p><i>Independent:</i> The student will read text with high frequency sight words and phonetically regular words with accuracy.</p>		<p><i>Supported:</i> The student will read simple text with high frequency sight words and phonetically regular words with accuracy.</p>	
		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar stories and daily activities; and - identify pictures or symbols paired with words to indicate the next step in familiar daily activities. 	

Vocabulary Development		Standard: The student uses multiple strategies to develop grade appropriate vocabulary.
	The student will:	
LA.5.1.6.1	- use new vocabulary that is introduced and taught directly;	
LA.5.1.6.2	- listen to, read, and discuss familiar and conceptually challenging text;	
LA.5.1.6.3	- use context clues to determine meanings of unfamiliar words;	
LA.5.1.6.4	- categorize key vocabulary and identify salient features;	
LA.5.1.6.5	- relate new vocabulary to familiar words;	
LA.5.1.6.6	- identify “shades of meaning” in related words (e.g., blaring, loud);	
LA.5.1.6.7	- use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;	
LA.5.1.6.8	- use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;	
LA.5.1.6.9	- determine the correct meaning of words with multiple meanings in context;	
LA.5.1.6.10	- determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and	
LA.5.1.6.11	- use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to, read, and discuss stories and informational text; - use context clues and graphics to determine meanings of unknown words; - categorize key vocabulary; - relate new vocabulary to familiar words; - identify the meaning of words using knowledge of tense (-ed, -ing), plural endings, and regular contractions; - identify common synonyms, antonyms, and homonyms; - identify the correct meaning of a word with multiple meanings in context; and - determine the meaning of unknown words using a picture dictionary and digital tools. 	<ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to, read, and talk about stories and informational text; - use context clues and illustrations to determine meanings of unknown words; - categorize key vocabulary; - relate new vocabulary to familiar words; - identify common synonyms, antonyms, and compound words using pictures; and - use information from print or visual reference materials to determine the meaning of unknown words. 	<ul style="list-style-type: none"> - respond to new vocabulary that is introduced and taught directly; - listen and respond to stories and informational text; - identify persons, objects, and actions by name in daily activities; and - select objects, pictures, or symbols paired with words that relate to familiar stories or activities.

Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.
	The student will:
LA.5.1.7.1	- explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, maps), use prior knowledge to make and confirm predictions, and establish a purpose for reading;
LA.5.1.7.2	- identify the author’s purpose (e.g., to persuade, inform, entertain, explain) and how an author’s perspective influences text;
LA.5.1.7.3	- determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
LA.5.1.7.4	- identify cause-and-effect relationships in text;
LA.5.1.7.5	- identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;
LA.5.1.7.6	- identify themes or topics across a variety of fiction and nonfiction selections;
LA.5.1.7.7	- compare and contrast elements in multiple texts; and
LA.5.1.7.8	- use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
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Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.	
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Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - preview text features (e.g., illustrations, title, headings, captions) and use prior knowledge to make predictions of content and purpose of text; - identify the author’s purpose (e.g., to tell a story, give information, entertain) using key words, phrases, and graphics in text; - identify explicit information in text, including but not limited to main idea or topic, supporting details (e.g., who, what, where, when, how, why), and sequence of events; - identify cause and effect relationships in stories and informational text; - identify text structures (e.g., similarities and differences, sequence of events, explicit cause/effect) in stories and informational text; - identify the essential message or topic in text; - identify similarities and differences in elements (e.g., characters, objects, actions) within a text; and - use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using simple graphic organizers, connecting to life experiences, and checking own understanding when reminded. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - preview text features (e.g., illustrations, title) and use prior knowledge to make predictions of content of stories and informational text; - sort familiar books into categories reflecting personal uses (e.g., make me laugh, tell a story, show me how to do something); - identify explicit ideas and information in text, including but not limited to main idea or topic, supporting details (e.g., who, what, where, when), and sequence of events in read-aloud stories and informational text; - identify explicit cause/effect relationships in read-aloud stories and informational text; - identify statements of the main idea or topic in read-aloud text; - identify differences in characters, actions, and objects in text; and - use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting what happens next, connecting to life experiences, and checking own understanding when reminded. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - identify illustrations of characters or objects in read-aloud stories or informational text; - respond to feelings expressed in read-aloud stories and informational text; - respond accurately and consistently to pictures or symbols paired with words in familiar read-aloud stories and informational text; - use pictures or symbols paired with words to respond to predictable cause/effect events in daily classroom activities; and - use a resource when necessary to clarify meaning of pictures, symbols, or words in classroom activities.

Grade 5: Literary Analysis

Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
	The student will:
LA.5.2.1.1	- demonstrate knowledge of the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
LA.5.2.1.2	- locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction;
LA.5.2.1.3	- demonstrate how rhythm and repetition as well as descriptive and figurative language help to communicate meaning in a poem;
LA.5.2.1.4	- identify an author's theme, and use details from the text to explain how the author developed that theme;
LA.5.2.1.5	- demonstrate an understanding of a literary selection, and depending on the selection, include evidence from the text, personal experience, and comparison to other text/media;
LA.5.2.1.6	- write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution;
LA.5.2.1.7	- identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects;
LA.5.2.1.8	- explain changes in the vocabulary and language patterns of literary texts written across historical periods; and
LA.5.2.1.9	- use interest and recommendations of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
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Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
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Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - distinguish among common forms of literature (e.g., stories, poetry, drama); - identify characters, settings, and elements of plot structure (e.g., actions, sequence of events, problem/solution) in a variety of fiction; - identify rhyme, repetition, rhythm, and descriptive language in poetry; - identify the main topic or essential message of a familiar literary selection; - demonstrate understanding of a literature selection by describing how it connects to life experiences; - write a brief report or review that identifies characters, settings, sequence of events, main idea(s), or problem/solution in a literature selection; - recognize the meaning of common idioms (e.g., green thumb) and figurative language (e.g., buzz, hiss, roar); - distinguish between examples of past and present language used in stories; and - select a variety of fiction materials to listen to or read, based on interest or recommendations, to expand the core foundation of knowledge necessary to function as a member of a shared culture. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - identify common forms of literature (e.g., stories, poetry); - identify characters, settings, actions, and events in read-aloud fiction; - identify rhyme, repetition, and rhythm in poetry; - match familiar literature selections to a topic; - contribute to a group response connecting characters, actions, settings, or events in read-aloud literature to life experiences; - produce a picture story with dictated sentences that identifies characters, setting, actions, or events from a read-aloud story; - recognize the meaning of figurative language (e.g., raining cats and dogs); - recognize language used in stories that indicates past events; and - select fiction materials to listen to, based on interest or recommendations, to expand the core foundation of knowledge necessary to function as a member of a shared culture. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - identify characters, objects, and actions in read-aloud literature; - respond to differences in rhythm in familiar poetry or songs; - use pictures, symbols, or words to identify characters, objects, and actions from familiar read-aloud stories; and - select fiction materials to listen to or use, based on interest or recommendations, to expand the core foundation of knowledge necessary to function as a member of a shared culture.
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Nonfiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	
	The student will:	
LA.5.2.2.1	- locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations);	
LA.5.2.2.2	- use information from the text to answer questions related to explicitly stated main ideas or relevant details;	
LA.5.2.2.3	- organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, or summarizing);	
LA.5.2.2.4	- identify the characteristics of a variety of types of text (e.g., reference, newspapers, practical/functional texts); and	
LA.5.2.2.5	- use interest and recommendations of others to select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history) to continue building a core foundation of knowledge.	
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - obtain information from text features (e.g., illustrations, title, headings, captions); - use explicit information from nonfiction text to answer questions about the main idea and supporting details (e.g., who, what, where, when, how, why); - organize information to show understanding (e.g., using simple graphic organizers); - identify a variety of nonfiction text (e.g., reference materials, picture dictionary, children’s newspapers); and - select a variety of nonfiction materials to listen to or read, based on interest or recommendations, to expand the core foundation of knowledge. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - obtain information from text features (e.g., illustrations, title, table of contents); - use explicit information from read-aloud nonfiction text to answer questions about the main idea and supporting details (e.g., who, what, where, when); - organize information to show understanding (e.g., using pictures or symbols); - identify nonfiction print materials (e.g., calendar, schedule, environmental print) ; and - select nonfiction materials on different topics to listen to, based on interest or recommendations, to expand the core foundation of knowledge. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - identify pictures, symbols, or words used in daily classroom activities; - respond purposefully to pictures, symbols and informational text used in daily activities; - recognize pictures, or symbols paired with words in informational text (nonfiction) used in daily activities; and - select nonfiction materials to listen to, based on interest or recommendations, to expand the core foundation of knowledge.

Grade 5: Writing Process

Prewriting		Standard: The student will use prewriting strategies to generate ideas and formulate a plan.	
	The student will prewrite by:		
LA.5.3.1.1	- generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer’s notebook, group discussion, printed material) based upon teacher-directed topics and personal interests;		
LA.5.3.1.2	- determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and intended audience of a writing piece; and		
LA.5.3.1.3	- organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log).		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will prewrite by:	<i>Supported:</i> The student will prewrite by:	<i>Participatory:</i> The student will select pictures, symbols, or words to use when communicating in classroom activities.	
- generating ideas related to topics for writing through activities (e.g., responding to prompts, viewing pictures, reading text, group discussion);	- generating ideas about topics or experiences to plan a picture with a story or description through responding to prompts and questions, viewing pictures, and listening to text; and		
- identifying the purpose (e.g., inform, tell a story) and the intended audience for writing; and	- identifying the purpose (e.g., inform, tell a story) and the intended audience for writing.		
- using graphic organizers or charts to make a plan for writing.			

Drafting		Standard: The student will write a draft appropriate to the topic, audience, and purpose.	
	The student will draft writing by:		
LA.5.3.2.1	- using a prewriting plan to focus on the main idea with ample development of supporting details, elaborating on organized information using descriptive language, supporting details, and word choices appropriate to the selected tone and mood;		
LA.5.3.2.2	- organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and		
LA.5.3.2.3	- creating interesting leads by studying the leads of professional authors and experimenting with various types of leads (e.g., an astonishing fact, a dramatic scene).		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will draft writing by:	<i>Supported:</i> The student will draft writing by:	<i>Participatory:</i> The student will make an initial attempt to communicate preferences or information about familiar activities using pictures, symbols, or words.	
- using a prewriting plan to develop ideas related to the topic; and	- creating a picture and dictating a story or description; and		
- including a beginning, middle, and end.	- organizing ideas according to the purpose of the writing.		

Revising		Standard: The student will revise and refine the draft for clarity and effectiveness.	
	The student will revise by:		
LA.5.3.3.1	- evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;		
LA.5.3.3.2	- creating clarity and logic by deleting extraneous or repetitious information and tightening plot or central idea through the use of sequential organization, appropriate transitional phrases, and introductory phrases and clauses that vary rhythm and sentence structure;		
LA.5.3.3.3	- creating precision and interest by expressing ideas vividly through varied language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and		
LA.5.3.3.4	- applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).		
Access Points for Students with Significant Cognitive Disabilities			
<p><i>Independent.</i> The student will revise the draft by:</p> <ul style="list-style-type: none"> - reviewing the draft for clarity of content, organization, and word choice; - using complete sentences to express ideas; - adding, changing, or rearranging words and sentences to clarify the meaning and sequence of ideas and details; and - using tools, strategies, and resources to improve the draft (e.g., teacher or peer review, dictionary). 	<p><i>Supported.</i> The student will revise the draft by:</p> <ul style="list-style-type: none"> - reviewing the picture and dictation; - copying dictated phrases and sentences; - making changes to the picture and dictation to add or modify details or organization with prompting; and - using a familiar resource (e.g., teacher assistance) to improve the draft. 	<p><i>Participatory.</i> The student will adjust language by selecting different pictures, symbols, or words when necessary to communicate information about classroom activities.</p>	

Editing for Language Conventions		Standard: The student will edit and correct the draft for standard language conventions.	
	The student will edit for correct use of:		
LA.5.3.4.1	- spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;		
LA.5.3.4.2	- capitalization, including literary titles, nationalities, ethnicities, languages, religions, geographic names and places;		
LA.5.3.4.3	- punctuation, including commas in clauses, hyphens, and in cited sources, including quotations for exact words from sources;		
LA.5.3.4.4	- the four basic parts of speech (nouns, verbs, adjectives, adverbs), and subjective, objective, and demonstrative pronouns and singular and plural possessives of nouns; and		
LA.5.3.4.5	- subject/verb and noun/pronoun agreement in simple and compound sentences.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will edit for correct use of:		<i>Supported.</i> The student will edit for correct use of:	<i>Participatory.</i> The student will adjust language by selecting different pictures, symbols, or words when necessary to communicate information in classroom activities.
<ul style="list-style-type: none"> - spelling of phonetically regular and high frequency words, using a word bank or other resource as necessary; - capitalization of initial word in sentences, proper names, and the pronoun “I;” - end punctuation (period and question mark) for sentences; and - singular and plural nouns and complete sentences. 		<ul style="list-style-type: none"> - left to right progression and sequencing; - a model to check spelling of words; and - capitalization of own name, the pronoun “I,” and initial word in sentences. 	

Publishing		Standard: The student will write a final product for the intended audience.	
	The student will:		
LA.5.3.5.1	- prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);		
LA.5.3.5.2	- use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate; and		
LA.5.3.5.3	- share the writing with the intended audience.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will effectively communicate information about classroom activities using pictures, symbols, or words.
<ul style="list-style-type: none"> - produce writing that is clear, legible, and appropriate for the audience and purpose; and - share the writing with the intended audience. 		<ul style="list-style-type: none"> - produce pictures with legible and understandable stories or descriptions; and - share the picture stories with the intended audience. 	

Grade 5: Writing Applications

Creative		Standard: The student develops and demonstrates creative writing.	
	The student will:		
LA.5.4.1.1	- write narratives that establish a situation and plot with rising action, conflict, and resolution; and		
LA.5.4.1.2	- write a variety of expressive forms (e.g., fiction, short story, autobiography, science fiction, haiku) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification, hyperbole), rhythm, dialogue, characterization, plot, and/or appropriate format.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:	
<ul style="list-style-type: none"> - write narratives about events with characters and actions; and - write expressive forms (e.g., stories, skits, poems) that include dialogue, rhythm and rhyme, and appropriate format. 	<ul style="list-style-type: none"> - write narratives about familiar persons or objects and events by creating picture stories with dictated phrases and sentences; and - complete lines in familiar poetry by following patterns for rhythm and rhyme. 	<ul style="list-style-type: none"> - communicate information that tells about familiar persons, objects, and activities; and - respond to differences in rhythm in familiar poems, rhymes, and songs. 	

Informative		Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.	
	The student will:		
LA.5.4.2.1	- write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);		
LA.5.4.2.2	- record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate;		
LA.5.4.2.3	- write informational/expository essays that state a thesis with a narrow focus, contain introductory, body, and concluding paragraphs;		
LA.5.4.2.4	- write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and		
LA.5.4.2.5	- write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - write in an expository form (e.g., daily journal, log, simple procedures); - record information (e.g., lists, labels, charts) related to a topic; - write expository text that contains a main idea and supporting details; - compose friendly letters, invitations, messages, and thank-you notes; and - write functional text (e.g., two-step instructions, directions, recipes, labels, graphs). 		<ul style="list-style-type: none"> - record expository information by creating pictures and dictating labels, lists, or observations; - use a word bank to write labels for common objects in the classroom; - compose informal invitations, messages, and thank-you notes using a model; and - produce functional text (e.g., two-step directions, information signs) by creating pictures with dictated sentences. 	<ul style="list-style-type: none"> - communicate about persons, objects, or actions using pictures, symbols, or words; - communicate information about daily activities; - use gestures and expressions to greet others or invite others to engage in an activity; and - express preferences or choices.

Persuasive		Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.	
	The student will:		
LA.5.4.3.1	- write persuasive text (e.g., essay, written communication) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and		
LA.5.4.3.2	- include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole).		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will select a favorite topic and write persuasive text (e.g., advertisement, poster) that shows why the topic is important.		<i>Supported:</i> The student will create a picture of a preferred item or activity and dictate a reason why that item is preferred.	<i>Participatory:</i> The student will communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.

Grade 5: Communication

Penmanship		Standard: The student engages in the writing process and writes to communicate ideas and experiences.	
LA.5.5.1.1	The student will demonstrate fluent and legible cursive writing skills.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will use legible handwriting.		<i>Supported:</i> The student will write words using upper case and lower case letters, proper spacing, and sequencing.	<i>Participatory:</i> The student will use pictures, symbols, or words to communicate meaning.

Listening and Speaking		Standard: The student effectively applies listening and speaking strategies.	
The student will:			
LA.5.5.2.1	- listen and speak to gain and share information for a variety of purposes, including personal interviews, dramatic and poetic recitations, and formal presentations; and		
LA.5.5.2.2	- make formal oral presentations for a variety of purposes and occasions, demonstrating appropriate language choices, body language, eye contact and the use of gestures, the use of supporting graphics (charts, illustrations, images, props), and available technologies.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will: - listen and speak to gain and share information for a variety of purposes; and - contribute to formal group presentations and informal discussions using appropriate oral language choices for the purpose and occasion.		<i>Supported:</i> The student will: - listen and speak to gain and share information for a predetermined purpose; and - contribute to informal presentations using appropriate oral language choices for the purpose.	<i>Participatory:</i> The student will: - listen and communicate purposefully; and - use language to communicate with teachers or peers in classroom activities and routines.

Grade 5: Information and Media Literacy

Informational Text		Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.	
LA.5.6.1.1	The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will read informational text to gather information, follow multi-step directions, organize information, perform tasks, and share information.		<i>Supported:</i> The student will use informational text to locate specific information, follow two-step directions, answer questions, and perform tasks.	<i>Participatory:</i> The student will use more than one picture or symbol paired with words to carry out tasks in daily activities.

Research Process		Standard: The student uses a systematic process for the collection, processing, and presentation of information.	
	The student will:		
LA.5.6.2.1	- select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., usefulness, validity, currentness, objectivity) to select and use appropriate resources;		
LA.5.6.2.2	- read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information;		
LA.5.6.2.3	- write an informational report that includes a focused topic, appropriate facts, relevant details, a logical sequence, and a concluding statement; and		
LA.5.6.2.4	- record basic bibliographic data and present quotes using ethical practices (e.g., avoids plagiarism).		
Access Points for Students with Significant Cognitive Disabilities			
<p><i>Independent.</i> The student will:</p> <ul style="list-style-type: none"> - select a topic for inquiry and use a predetermined search plan to select reference materials (e.g., nonfiction books, dictionaries, digital references, software) using alphabetical and numerical order to locate information; - read and record information from reference materials to answer search questions; - write a simple report with a title, main idea(s) and relevant details, and pictures or graphics; and - identify the titles of references or other sources used in searches and recognize ethical practices (e.g., noting information sources). 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - ask questions about a topic and select teacher-recommended materials (e.g., pictures, read-aloud nonfiction books); - use information from selected reference materials to answer search questions; - produce a simple report with a title and pictures with dictated phrases and sentences; and - identify the titles of references or other sources used in the search. 	<p><i>Participatory.</i> The student will:</p> <ul style="list-style-type: none"> - communicate interest and select an object to explore; - explore and interact or use the selected object; - communicate about the selected object using pictures, symbols, or words; and - identify objects, books or print materials that belong to others. 	

Media Literacy		Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	
	The student will:		
LA.5.6.3.1	- examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda; and		
LA.5.6.3.2	- use a variety of reliable media sources to gather information effectively and to transmit information to specific audiences.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:	
- recognize similarities and differences in the way information is presented in a variety of print and nonprint media; and - use media sources to obtain information and communicate to a specific audience.	- identify information communicated in print and nonprint media; and - use a media source to obtain information.	- respond to familiar print or nonprint materials; and - respond to basic production elements in media messages (e.g., motion, color, sound).	

Technology		Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
	The student will:		
LA.5.6.4.1	- select and use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and		
LA.5.6.4.2	- determine and use the appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:	
- use appropriate available technology to enhance communication; and - use digital tools for publishing or presenting a topic or story.	- use appropriate available technology to enhance communication; and - use digital tools to produce pictures, letters, and words to communicate meaning.	- use an appropriate available technology to enhance communication; and - use technology to communicate information or preferences.	