



K-12 UNIVERSAL/LIFE-LONG LEARNING SKILLS

GRADE FIVE APPLICATION OF UNIVERSAL/LIFE-LONG LEARNING SKILLS

The skills detailed below are to be integrated in all instructional experiences - wherever and whenever possible.

- **READ, WRITE AND LISTEN FOR MANY PURPOSES**
 - Sustain reading over texts that require reading over several days or weeks
 - Use personal criteria to select reading material (e.g., interest, knowledge of author/genre, text difficulty, recommendation of others)
 - Connect texts with previous texts read, seeing similarities and differences
 - Set personal goals for purposeful, sustained reading and self-assess progress
 - Demonstrate strong feelings about reading preferences and can justify opinions
 - Recommend texts to others
 - Respond with curiosity and awe
- **DEVELOP AND APPLY THINKING STRATEGIES**
 - **Ask questions for clarification and understanding**
 - Ask and answer literal and inferential questions of themselves and the information sources they use before, during and after reading
 - Question context, content, probability/possibility and format
 - Confirm and revise predictions and questions using prior knowledge, text information/format, and key words
 - Understand that some answers to some questions are found in the text, but that others must be inferred based upon background knowledge or supported through other resources
 - Determine appropriate sources of information to answer a question
 - Use information literacy skills to ask, research and answer an essential question
 - Understand that new questions may be raised when listening to others' questions
 - Understand that many of the most intriguing questions are left to the reader's interpretation
 - **Activate relevant, prior knowledge (schema)**
 - Continuously build background knowledge and realize that this knowledge needs to be brought to their reading
 - Modify predictions based on genre, author, topic, organization of text, or ideas presented by others
 - Determine which sources of information to access to answer a question
 - Determine the most important ideas and themes from information sources
 - Justify meaningful, relevant connections when extending meaning
 - **Determine the most important ideas or themes from information sources**
 - Use text organizers and structure (e.g., headings, topic sentences, graphic features, guide words, bold typeface, chapter titles) to determine main ideas and to locate information in text
 - Identify important details from a text or other sources
 - Record basic information and important details from a text or other sources
 - **Create sensory images from information sources**
 - Create sensory and visual literacy images related to fiction and nonfiction text

Incorporate visual literacy strategies in writing (e.g., bold print, labeled diagrams, comparison drawings, etc.)

Capture meaning from figurative language (e.g., similes, metaphors, poetic images, onomatopoeia, hyperbole, alliteration, and personification)

- **Analyze data and recognize patterns**
 - Recognize, use and value sensory data (e.g., observations) as sources of information
 - Recognize and use organizational, print and graphic features to assist in identifying important ideas and themes
 - Understand that author's manipulate language to express meaning and emotion
 - Organize information from text using outlines and various graphic organizers
 - Use multiple resources to locate information
 - Interpret and use the information from a wide variety of text formats and visual aids
 - Analyze the connection among illustrations, text and format in communicating meaning
 - Make critical comparisons between texts
- **Draw inferences from information sources**
 - Use language and text meaning to gain individual word meaning
 - Form tentative theories as to the significance of the events
 - Understand what is not stated but is implied
 - Make and justify inferences based on implicit information
 - Begin to develop empathy for fictional or historical figures
- **Synthesize information**
 - Demonstrate ability to integrate new knowledge with prior knowledge, relating important ideas to
 - each other
 - Expand personal understandings by incorporating vicarious experiences from other sources, including texts, discussions, videos, etc.
 - Compare context, content, probability/possibility and format of multiple sources
 - Summarize and paraphrase information orally and in writing
 - Present information in written, visual, oral and multimedia products
 - Make generalizations about a topic after reading more than one text
 - Provide evidence to support predictions, inferences, opinions and logical conclusions, and generalizations
 - Take a position regarding a topic/issue
- **Monitor meaning and comprehension**
 - Recognize when one does not understand
 - Recognize mismatches between text and one's oral responses
 - Self-correct when essential for understanding or oral reading performance
 - Use multiple sources of information to check and correct reading
 - Vary speed to provide for the amount of problem solving needed
- **Engage in reflection to evaluate process and product**
 - Evaluate own and others' work and verbalize/chart criteria used
 - Assess whether a text is consistent with prior knowledge
 - Judge accuracy of information
 - Continue to develop ability to judge qualifications of the writer to produce authentic text
 - Continue to develop ability to examine and discover bias in texts
 - Continue to develop ability to appreciate aesthetic qualities of a text
- **DEVELOP AND APPLY SKILLS IN TECHNOLOGY TO THE LEARNING PROCESS**
 - Expand skills in word processing, graphics, telecommunications and presentations
 - Use appropriate technologies to create written, visual, oral and multimedia presentations
- **COMMUNICATE WITH CLARITY AND PRECISION**