

Term 4: English Language Arts Standards
Grade 5

Reading: Literature

Key Ideas & Details

- * RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- * RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how the characters interact)

Craft & Structure

- * RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Integration of Knowledge & Ideas

- * MA.8.A Locate and analyze examples of foreshadowing in stories, poems, folktales, and plays.

Range of Reading & Text Complexity

- * RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading: Informational Text

Key Ideas & Details

- * RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- * RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying the reasons and evidence to support which point(s)

Craft & Structure

- * RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject.

Integration of Knowledge & Ideas

Range of Reading & Text Complexity

- * RI.10 By the end of the year, read and comprehend literature, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

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Reading: Language

Conventions of English

- * L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - c. Use a comma to set off words *yes* and *no* (e.g., *Yes, thank you*) to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*) and **to indicate direct address (e.g., *Is that you, Steve?*)**
 - e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

Vocabulary Acquisition and Use

- * L.4 Determine or clarify the meaning of unknown and multi-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *phonograph, photosynthesis*)
- * L.5 Demonstrate and understanding of figurative language, word relationships, and nuances in word meanings.
 - b. Recognize and explain the meaning of common idioms, **adages**, and proverbs.
- * L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*)

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Writing

Types and Purposes

- * W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events.
- * MA.3.A Write stories, poems, and scripts that draw on characteristics of tall tales or myths, or of modern genres such as mysteries, fantasies, and historical fiction.

Production and Distribution of Writing

- * W.5 With guidance and support from peers and adults, develop and strengthen, writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- * W.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

- * W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- * W.8 Recall relevant information from experiences or gather relevant information in notes and finished work and provide a list of sources.

Range of Writing

- * W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Speaking & Listening

Comprehension and Collaboration

- * SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, & teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles

Presentation of Knowledge and Ideas

- * SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- * SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- * SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Reading: Foundational Skills

Phonics and Word Recognition

- * RF.3 Know and apply grade-level phonics and word analysis in decoding words
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

- * RF.4 Read with sufficient accuracy and fluency to support comprehension
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.