8-26-15
English Language Arts   Grade 5

Reading Standards:
Reading Standards for Literature (RL)
Reading Standards for Informational Text (RI)
Reading Standards for Foundational Skills (RF)

CCR Anchor Standard R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL5.1 and RI5.1 Quote accurately from a text when explaining what the text says
explicitly and when drawing inferences from the text
- quote
- explain completely & explicitly
- drawing inferences

CCR Anchor Standard R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL5.2 Determine a theme of a story, drama, or poem from details in the text, including
how characters in a story or drama respond to challenges or how the speaker in a
poem reflects upon a topic; summarize the text
- theme (stories, drama, poems) *drama = play or reader's theatre
- explain how characters respond to challenges
- determine the speaker of a poem
- explain how the speaker of a poem reflects upon the topic
- summarizing

RI5.2 Determine two or more main ideas of a text and explain how they are supported
by key details; summarize the text
- main idea(s)
- choose key details that support the main idea(s)
- summarizing

CCR Anchor Standard R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL5.3 Compare and contrast 2 or more characters, settings, or events in a story or drama,
drawing on specific details in the text
- compare and contrast (stories or drama)
    1. characters
        a. character traits
        b. how characters change over time

    c. character's interactions and actions
    d. motive
   2. settings
   3. events
- text-based support

RI5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text
- historical text
- scientific text
- technical text
- explain the relationships or interactions
  - Between 2 or more individuals
  - Events- cause/effect, problem/solution
  - Ideas
  - Concepts
- text based evidence

CCR Anchor Standard R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone.

RL5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
- multiple meaning words
- context clues to determine the meaning of unknown words
- figurative language
  - metaphors
  - similes
  - hyperbole
  - personification
  - idioms
  - onomatopoeia
  - alliteration

RI5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
- working knowledge of vocabulary needed for each subject area

RF5.4 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, re-readings as necessary

Range of Text Types for K-5
- stories- adventure, mystery, fictional
- folktales
- legends
- fantasy
- myths
- fables
- realistic fiction
- historical fiction
- dramas - staged dialogue and brief familiar scenes
- poems - narrative, limericks, nursery rhymes, and free verse
- biographies and autobiographies
- non-fiction- e.g., books about history, social studies, science, and the arts, etc.

CCR Anchor Standard R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem
- chapter (story)
- scene (drama)
- stanza (poem)
- epilogue, prologue, author's note, afterword, foreword, bibliography

RI5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts
- chronology- sequence of events
  1. transition words
- compare/contrast
- cause/effect
- problem/solution
- reading across texts – paired passage

CCR Anchor Standard R6: Assess how point of view or purpose shapes the content and style of a text.

RL5.6 Describe how a narrator's or speaker's point of view influences how events are described

a. recognize and describe how an author's background and culture affect his or her perspective.
- perspective

RI5.6 Analyze multiple accounts of the same event or topic, noting important similarities and difference in the point of view they represent
- examine multiple texts on the same event or topic

CCR Anchor Standard R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text
- tone – the attitude the author adopts to portray meaning for the reader
- graphic novels
- multimedia presentations
  o fiction
  o folktales
  o myths
  o poems

RI5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently

CCR Anchor Standard R8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RL5.8 (not applicable to literature)

RI5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)

CCR Anchor Standard R9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics
- compare/contrast
- range of text types for K-5 (CCLS for ELA & Literacy page 41)
  o stories- adventure, mystery, fictional
  o folktales
  o legends
  o fantasy

- o myths
- o fables
- o realistic fiction
- o historical fiction
- o dramas- staged dialogue and brief familiar scenes
- o poems- narrative, limericks, nursery rhymes, and free verse

RI5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
- conduct short research projects

CCR Anchor Standard R10: Read and comprehend complex literary and informational texts independently and proficiently.

RL5.10 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

RI5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently

CCR Anchor Standard R11: Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

RL5.11 Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations
- a. self-select text to develop personal preferences regarding favorite authors
- b. use established criteria to categorize, select texts, and assess to make informed judgments about the quality of the piece

Foundational Skills (RF)

RF5.3 Know and apply grade-level phonics and word analysis skills 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

Writing Standards (W)

CCR Anchor Standard W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information

        a. introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose

        b. provide logically ordered reasons that are supported by facts and details

        c. link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)

        d. provide a concluding statement or section related to the opinion presented

CCR Anchor Standard W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly

        a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension

        b. develop the topic with facts, definitions, concrete examples, quotations, or other information and examples related to the topic

        c. link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially)

        d. use precise language and domain-specific vocabulary to inform about or explain the topic

        e. provide a concluding statement or section related to the information or explanation presented

CCR Anchor Standard W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

W5.3 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

CCR Anchor Standard W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

          a. produce text (print or non-print) that explores a variety of cultures and perspectives

CCR Anchor Standard W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 38)

CCR Anchor Standard W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W5.6 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

CCR Anchor Standard W7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic

CCR Anchor Standard W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources

CCR Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research
   a. apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]
   b. apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]")

CCR Anchor Standard W10: 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 tasks, purposes, and audiences.

W5.10 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

CCR Anchor Standard W11: Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

W5.11 Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class
>> a. recognize and illustrate social, historical, and cultural features in the presentation of literary texts

Speaking & Listening (SL)

CCR Anchor Standard SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and 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
>> c.   pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others
>> d.   review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions
>> e.   seek to understand and communicate with individuals from different perspectives and cultural backgrounds
>> f.   use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively

CCR Anchor Standard SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL5.2 Summarize a written text read aloud or information presented in diverse media

and formats, including visually, quantitatively, and orally

CCR Anchor Standard SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL5.3   Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence

CCR Anchor Standard SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL5.4 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

CCR Anchor Standard SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes

CCR Anchor Standard SL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 38 for specific expectations.)

Language (L)

CCR Anchor Standard L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
a. explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences
b. form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses
c. use verb tense to convey various times, sequences, states, and conditions

           d. recognize and correct inappropriate shifts in verb tense

           e. use correlative conjunctions (e.g., either/or, neither/nor)

CCR Anchor Standard L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

           a. use punctuation to separate items in a series

           b. use a comma to separate an introductory element from the rest of the sentence

           c. use a comma to set off the 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?*)

           d. use underlining, quotation marks, or italics to indicate titles of works

           e. spell grade-appropriate words correctly, consulting references as needed

CCR Anchor Standard L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening

           a. expand, combine, and reduce sentences for meaning, reader/listener interest, and style

           b. compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems

CCR Anchor Standard L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies

           a. use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase

           b. use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*)

           c. consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases

CCR Anchor Standard L5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
  a. interpret figurative language, including similes and metaphors, in context
  b. recognize and explain the meaning of common idioms, adages, and proverbs
  c. use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words

CCR Anchor Standard L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L5.6 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*)