GRADE 5

In Grade 5, standards continue to lay the literacy foundations needed for mental inquiry, creating a bridge between learning to read and reading to learn. This transition emphasizes the development of literary analysis skills needed to derive written responses from diverse texts, as well as the importance of listening and speaking in response to information presented by others. As in Grade 4, the oral language, phonemic awareness, and phonological awareness headings are no longer listed. Students who still struggle with oral language, phonological awareness, and phonemic awareness should receive intervention and/or individualized instruction to close those gaps and to develop the expertise needed for reading and interpreting more complex literary works.

Within the Literacy Foundations umbrella, the focus areas of Reception and Expression continue to align with the categories of Reading, Listening, Writing, and Speaking. Content areas may not have a standard in every category. In such cases, the category remains blank with the row shaded to indicate that the omission was intentional.

The Grades 4-5 Recurring Standards for English Language Arts, shown in the chart below, are an important part of every grade level. Through these standards, students learn and practice active listening, utilize context to decipher word meanings, learn and practice essential digital skills, become adept at finding and understanding literary devices, determine the formality of different situations in order to respond appropriately, and utilize a process to create and modify written work. The recurring standards are to be incorporated throughout the grade level.

RECURRING STANDARDS FOR GRADES 4-5

Students will:

R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

R2. Use context clues to determine meanings of unfamiliar spoken or written words.

R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.

R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

R5. Identify and explain literary devices in prose and poetry.

R6. Assess the formality of occasions in order to speak or write using appropriate language and tone.

GRADE 5 CONTENT STANDARDS

Each content standard completes the stem "*Students will…*"

<table>
<tr><th colspan="3">LITERACY FOUNDATIONS</th></tr>
<tr><td colspan="3">Phonics</td></tr>
<tr><td colspan="3">1. Apply phonics and word analysis skills to encode and decode words in grade-level texts.</td></tr>
<tr><td rowspan="2">RECEPTION</td><td>READING</td><td>2. Use combined knowledge of letter-sound correspondences, appropriate blending, syllabication patterns, morphology, and word attack skills to read unfamiliar multisyllabic, grade-level words accurately in context and in isolation.
3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</td></tr>
<tr><td>LISTENING</td><td></td></tr>
<tr><td rowspan="2">EXPRESSION</td><td>WRITING</td><td>4. Write familiar and unfamiliar multisyllabic, grade-level appropriate words accurately in context and in isolation.</td></tr>
<tr><td>SPEAKING</td><td></td></tr>
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<table>
<tr><th colspan="3">Fluency</th></tr>
<tr><td colspan="3">5. Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts.</td></tr>
<tr><td rowspan="2">RECEPTION</td><td>READING</td><td>6. Read grade-level text orally with accuracy, automaticity, appropriate prosody or expression, purpose, and understanding, self-correcting and rereading as necessary.</td></tr>
<tr><td>LISTENING</td><td></td></tr>
<tr><td rowspan="2">EXPRESSION</td><td>WRITING</td><td>7. Write routinely and independently for varied amounts of time.</td></tr>
<tr><td>SPEAKING</td><td>8. Orally present information and original ideas clearly.

9. Express ideas clearly and effectively to diverse partners or groups.
a. Pose and respond to explicit questions in ways that contribute to the discussion and elaborate on the remarks of others.
b. Verbally summarize information read aloud or presented in diverse media and formats.
c. Report orally on a topic or text, sequencing ideas logically and supporting main ideas with appropriate facts and relevant details.
d. Speak clearly at an understandable rate.

10. Respond directly to specific information shared by others in classroom discussion, using facts to support the ideas being discussed.
a. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from discussion.</td></tr>
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<tr><th colspan="3">Vocabulary</th></tr>
<tr><td colspan="3">11. Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.</td></tr>
<tr><td rowspan="2">RECEPTION</td><td>READING</td><td>12. Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language.
a. Locate similes, metaphors, personification, hyperbole, imagery, alliteration, onomatopoeia, and idioms and interpret their meanings in context.
b. Explain the meanings of common idioms, adages, and proverbs.
c. Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.
d. Explain how an author’s vocabulary and style influence the tone and mood of a text and support his/her purpose for writing.
e. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meanings of words.</td></tr>
<tr><td>LISTENING</td><td>13. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</td></tr>
<tr><td rowspan="2">EXPRESSION</td><td>WRITING</td><td>14. Write using grade-appropriate general academic and domain-specific words and phrases accurately, including those that signal contrasting ideas, additional information, and other logical relationships.</td></tr>
<tr><td>SPEAKING</td><td>15. Use grade-appropriate general academic and domain-specific words and phrases during presentations and discussion.</td></tr>
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<tr><th colspan="3">Comprehension</th></tr>
<tr><td colspan="3">16. Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.

17. Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.
Examples: theme, plot, point of view</td></tr>
<tr><td>RECEPTION</td><td>READING</td><td>18. Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence.

19. Interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view.

20. Explain how the author's use of character types throughout a narrative helps drive its plot.
Examples: static, dynamic, and stock characters

21. Compare and contrast characters, points of view, or events in two or more literary texts.

22. Determine the implied and/or explicit main idea in literary and informational texts.

23. Determine and analyze themes of various culturally-diverse literary texts, supporting analysis with textual evidence.
a. Analyze common themes of diverse texts with support from textual evidence.
b. Summarize a story or drama, describing how the plot unfolds and how characters respond to challenges or change their thoughts and actions and citing textual evidence.

24. Determine and evaluate the effectiveness of digital and print text features and structures, including comparison and contrast, problem and solution, and cause and effect.
a. Identify various text features used in diverse forms of text.
b. Compare and contrast the overall structure of events, ideas, concepts, or information in multiple texts.</td></tr>
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		25. Determine credibility and appropriateness of a research source by distinguishing between fact and the author's opinion in informational text. 26. Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works. a. Explain how visual and multimedia elements contribute to the overall meaning and tone of a text. b. Compare and contrast the approaches to theme in several stories within a genre. c. Locate information quickly within a text and apply information from multiple sources to analysis of the topics. d. Explain how an author uses reasons and evidence to support particular points in a text. e. Compare the approaches of several authors of articles about the same or similar topics. 27. Review the key ideas expressed in a text and draw conclusions, using facts to support them.
	LISTENING	28. Use audio and/or visual sources of information to obtain the answer to a question.
EXPRESSION	WRITING	29. Summarize in writing a variety of texts, stating their implied and/or explicit main ideas. a. Use textual evidence to support summarization. b. Cite appropriately when summarizing. 30. Quote literary and informational texts accurately to support conclusions and inferences drawn from them.
	SPEAKING	31. Include multimedia components and visual displays in presentations to enhance the development of main ideas or themes when appropriate. *Examples: graphics, sounds*

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<tr><th colspan="3">Writing</th></tr>
<tr><td colspan="3">32. Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.</td></tr>
<tr><td rowspan="2">RECEPTION</td><td>READING</td><td></td></tr>
<tr><td>LISTENING</td><td></td></tr>
<tr><td>EXPRESSION</td><td>WRITING</td><td>33. Write fluently and legibly in cursive, using correctly formed letters with appropriate spacing and placing text elements correctly on the page.
Examples: headings, titles, paragraph indentions

34. Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences.

35. Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.

36. Write an argument to persuade the reader to take an action or adopt a position, stating a claim, supporting the claim with relevant evidence from sources, using connectives to link ideas, and presenting a strong conclusion.
Examples: first, as a result, therefore, in addition

37. Write about research findings independently over short and/or extended periods of time.

38. Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations.
a. Locate information in print and digital sources.
b. Summarize, quote, and paraphrase information in notes and finished work, providing a list of sources.
c. Integrate information from several texts on the same topic into presentations of research.</td></tr>
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		39. Demonstrate command of the conventions of standard English grammar and usage in writing. a. Evaluate the usage of pronouns for the proper case. *Examples: subjective, objective, possessive* b. Identify inappropriate shifts in pronoun number and person. c. Use varied pronouns and their antecedents correctly in composing and revising writing. d. Use subject-verb agreement correctly when composing and revising writing. e. Use verb tenses to convey various times, sequences, states, and conditions. f. Recognize and correct inappropriate shifts in verb tense, including subject-verb agreement. g. Use perfect verb tenses to compose and revise writing. h. Use correlative conjunctions correctly when composing and revising writing. 40. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, and indicate direct address. b. Use underlining, quotation marks, or italics to indicate the titles of different types of works. c. Spell grade-level words correctly, consulting references as needed. 41. Write using grade-appropriate general academic and domain-specific words and phrases accurately, including those that signal contrasting ideas, additional information, and other logical relationships. 42. Consult print and digital reference materials to find the pronunciation and to determine or clarify the precise meaning of key words and phrases. *Examples: dictionaries, glossaries*
	SPEAKING	