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| **Fifth Grade ELA Expectations** |
| **Reading: Develop and apply skills to the reading process** |
| **R.1.A** | **Comprehension**  | **Quarter:** |
| Develop and demonstrate reading skills in response to text by: |
| 5.R.1.A.a | drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text | 2 |
| 5.R.1.A.b | drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text | 2 |
| 5.R.1.A.c | monitoring comprehension and making corrections and adjustments when understanding breaks down | 2 |
| **R.1.B** | **Vocabulary**  | **Quarter:** |
| Develop an understanding of vocabulary by: |
| 5.R.1.B.a | determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words , prefixes and suffixes through context | 1 |
| 5.R.1.B.b | using context to determine meaning of unfamiliar or multiple meaning words | 1 |
| 5.R.1.B.c | constructing analogies | 5 |
| 5.R.1.B.d | explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text | 5 |
| 5.R.1.B.e | identifying and using words and phrases that signal contrast, addition, and other logical relationships | 5 |
| 5.R.1.B.f | using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices | 2 |
| 5.R.1.B.g | using conversational, general academic, and domain specific words and phrases | 1 |
| **R.1.C** | **Making Connections**  | **Quarter:** |
| Compare, contrast, and analyze relevant connections between: |
| 5.R.1.C.a | text to text (ideas and information in various fiction and nonfiction works, compare and contrast) | 4 |
| 5.R.1.C.b | text to world (text ideas and the world by responding to literature reflects a culture and historic time frame) | 4 |
| **R.1.D** | **Independent Text**  | **Quarter:** |
| Read independently for multiple purposes over sustained periods of time by: |
| 5.R.1.D.a | reading text that is developmentally appropriate | 1 |
| 5.R.1.D.b | producing evidence of reading | 1 |
| **Reading: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times** |
| **R.2.A** | **Fiction**  | **Quarter:** |
| Read, infer, analyze, and draw conclusions to: |
| 5. R.2.A.a | compare and contrast the roles and functions of characters in various plots, their relationships and their conflicts | 2 |
| 5.R.2.A.b | explain the theme or moral lesson, conflict, and resolution in a story or novel | 2 |
| 5.R.2.A.c | describe how a narrator’s or speaker’s point of view influences events | 3 |
| 5.R.2.A.d | recognize foreshadowing | 3 |
| 5.R.2.A.e | explain the effect of a historical event or movement in a work of literature | 4 |
| 5.R.2.A.f | introduce origin myths and culturally significant characters and events in mythology | 4 |
| 5.R.2.A.g | introduce different forms of third-person points of view in stories | 3 |
| **R.2.B** | **Poetry**  | **Quarter:** |
| Read, infer, and draw conclusions to: |
| 5.R.2.B.a | explain how poets use sound and visual elements in poetry | 5 |
| 5.R.2.B.b | identify forms of poems | 5 |
| **R.2.C** | **Drama**  | **Quarter:** |
| Read, infer, and draw conclusions to: |
| 5.R.2.C.a | analyze the similarities between an original text and its dramatic adaptation | 6 |
| 5.R.2.C.b | identify structural elements of dramatic literature | 6 |
| 5.R.2.C.c | evaluate the critical impact of sensory details, imagery, and figurative language | 6 |
| **Reading: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times** |
| **R.3.A** | **Fiction**  | **Quarter:** |
| Read, infer, analyze, and draw conclusions to: |
| 5.R.3.A.a | use multiple text features and graphics to locate information and gain an overview of the contents of text information | 3 |
| 5.R.3.A.b | interpret details from procedural text to complete a task, solve a problem, or perform procedures | 3 |
| 5.R.3.A.c | interpret factual or quantitative information | 3 |
| **R.3.B** | **Drama**  | **Quarter:** |
| Read, infer, analyze, and draw conclusions to: |
| 5.R.3.B.a | evaluate how well the author’s purpose was achieved, identify reasons for the decision and provide evidence to support the claim | 3 |
| 5.R.3.B.b | analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent | 3 |
| 5.R.3.B.c | verify facts through established methods | 3 |
| 5.R.3.B.d | identify the author’s viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument | 2 |
| 5.R.3.B.e | recognize exaggerated, contradictory, or misleading statements | 4 |
| 5.R.3.B.f | explain the type of evidence used to support a claim in a persuasive text | 4 |
| 5.R.3.B.g | use reasoning to determine the logic of an author’s conclusion and provide evidence to support reasoning | 3 |
| **R.3.C** | **Text Structure**  | **Quarter:** |
| Read, infer, analyze, and draw conclusions to: |
| 5.R.3.C.a | identify devices used in biographies and autobiographies, including how an author presents major events in a person’s life | 6 |
| 5.R.3.C.b | explain the difference between a stated and implied purpose for an expository text | 6 |
| 5.R.3.C.c | analyze how the pattern of organization of a text influences the relationships | 6 |
| 5.R.3.C.d | analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view | 6 |
| 5.R.3.C.e | integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably | 6 |
| **Reading: Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning** |
| **R.4.A** | **Digital and Media Literacy**  | **Quarter:** |
| Read to develop an understanding of media and its components by: |
| 5.R.4.A.a | explaining how messages conveyed in various forms of media are presented differently | 3 |
| 5.R.4.A.b | comparing and contrasting the difference in techniques used in media | 4 |
| 5.R.4.A.c | identifying the point of view of media presentations | 4 |
| 5.R.4.A.d | analyzing various digital media venues for levels of formality and informality | 3 |
| 5.R.4.A.e | explaining textual and graphics features of a web page and how they help readers to comprehend text | 3 |
| **Reading Foundations: Understand how English is written and read.** |
| **RF.3.A** | **Phonics** | **Quarter:** |
| Develop phonics in the reading process by: |
| 5.RF.3.A.a | decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context | 1 |
| 5.RF.3.A.b | reading roots words, prefixes, suffixes, and important words from all specific content curricula | 1 |
| **RF.4.A** | **Fluency**  | **Quarter:** |
| 5.RF.4.A.a | Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension use context to confirm or self-correct word recognition and understanding, rereading as necessary | 1 |
| **Writing: Apply a writing process to develop a text for audience and purpose** |
| **W.1.A** | **Prewriting**  | **Quarter:** |
| Follow a writing process to plan a first draft by: |
| 5.W.1.A.a | selecting a genre appropriate for conveying the purpose to an intended audience | 5 |
| 5.W.1.A.b | formulating questions related to the topic | 5 |
| 5.W.1.A.c | accessing prior knowledge or building background knowledge related to the topic | 5 |
| 5.W.1.A.d | using a prewriting strategy | 5 |
| **W.1.B** | **Draft**  | **Quarter:** |
| Appropriate to genre type, develop a draft from prewriting by: |
| 5.W.1.B.a | choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre | 5 |
| 5.W.1.B.b | establishing and supporting a main idea with an overall topic sentence at or near the beginning of the first paragraph | 5 |
| 5.W.1.B.c | categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure | 5 |
| 5.W.1.B.d | restating the overall main idea in the concluding statement | 5 |
| 5.W.1.B.e | addressing an appropriate audience, organization, and purpose | 5 |
| **W.1.C** | **Revise/Edit**  | **Quarter:** |
| Reread, revise, and edit drafts with assistance to: |
| 5.W.1.C.a | develop and strengthen writing by revising* + main idea
	+ sequence (ideas)
	+ focus
	+ organizational structure
	+ details/facts (from multiple sources, when appropriate)
* word choice (related to the topic)
* sentence structure
* transitions
* audience/purpose
* voice
 | 5 |
| 5.W.1.C.b | edit for language conventions | 5 |
| **W.1.D** | **Produce/Publish and Share Writing**  | **Quarter:** |
| With assistance from adults/peers: |
| 5.W.1.D.a | use technology, including the Internet, to produce and publish writing | 5 |
| 5.W.1.D.b | demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting | 5 |
| **Writing: Compose well-developed writing texts for audience and purpose** |
| **W.2.A** | **Opinion/Argumentative**  | **Quarter:** |
| Write opinion texts that: |
| 5.W.2.A.a | introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer’s purpose | 5 |
| 5.W.2.A.b | state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details | 5 |
| 5.W.2.A.c | use specific and accurate words that are related to the topic, audience, and purpose | 5 |
| 5.W.2.A.d | contain information using student’s original language except when using direct quotation from a source | 5 |
| 5.W.2.A.e | reference the name of the author(s) or name of the source used for details or facts included in the text | 5 |
| 5.W.2.A.f | use transitions to connect opinion and reason | 5 |
| 5.W.2.A.g | organize the supporting details/reasons into introductory, supporting, and concluding paragraphs | 5 |
| **W.2.B** | **Informative/Explanatory**  | **Quarter:** |
| Write informative/ explanatory texts that: |
| 5.W.2.B.a | introduce a topic using a topic sentence in an introductory paragraph | 6 |
| 5.W.2.B.b | develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations | 6 |
| 5.W.2.B.c | use an organizational format that suits the topic | 6 |
| 5.W.2.B.d | use specific, relevant, and accurate words that are suited to the topic, audience, and purpose | 6 |
| 5.W.2.B.e | contain information using student’s original language except when using direct quotations from a source | 6 |
| 5.W.2.B.f | use transition words to connect ideas within and across categories of information | 6 |
| 5.W.2.B.g | use text structures when useful | 6 |
| 5.W.2.B.h | create a concluding paragraph related to the information | 6 |
| **W.2.C** | **Narrative/Literary** | **Quarter:** |
| Write fiction or non-fiction narratives and poems that: |
| 5. W.2.C.a | establish a setting and situation/topic and introduce a narrator and/or characters | 7 |
| 5.W.2.C.b | use narrative techniques, such as dialogue, motivation, and descriptions | 7 |
| 5.W.2.C.c | organize an event sequence that unfolds naturally to establish a beginning/middle/ end | 7 |
| 5.W.2.C.d | use a variety of transitions to manage the sequence of events | 7 |
| 5.W.2.C.e | use specific, relevant, and accurate words that are suited to the topic, audience, and purpose | 7 |
| **Writing: Gather, analyze, evaluate, and use information from a variety of sources** |
| **W.3.A** | **Research Process** | **Quarter:** |
| Apply research process to: |
| 5.W.3.A.a | generate a list of subject-appropriate topics | 8 |
| 5.W.3.A.b |  formulate and refine an open-ended researchable question | 8 |
| 5.W.3.A.c | follow guidelines for collecting and recording information | 8 |
| 5.W.3.A.d | select relevant resources, literary and informational | 8 |
| 5.W.3.A.e | assess relevance, accuracy, and reliability of information in print and digital sources | 8 |
| 5.W.3.A.g | convert graphic/visual data into written notes | 8 |
| 5.W.3.A.g | differentiate between paraphrasing and plagiarism when using ideas of others | 8 |
| 5.W.3.A.h | present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria | 8 |
| 5.W.3.A.i | record bibliographic information from sources according to a standard format | 8 |
| **Language: Communicate using conventions of English language** |
| **L.1.A** | **Grammar**  | **Quarter:** |
| In speech and written form, apply standard English grammar to: |
| 5.L.1.A.a | explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection | 4 |
| 5.L.1.A.b | use relative pronouns and relative adverbs | 3 |
| 5.L.1.A.c | use pronouns consistently across a text | 3 |
| 5.L.1.A.d | use and correct verb tenses | 2 |
| 5.L.1.A.e | produce a variety of complex sentences in writing | 2 |
| **L.1.B** | **Punctuation, Capitalization, Spelling**  | **Quarter:** |
| In written text  |
| 5.L.1.B.a | write legibly | 1 |
| 5.L.1.B.b | use a comma before a coordinating conjunction when writing compound sentences | 1 |
| 5.L.1.B.c | use a comma to separate an introductory clause in a complex sentence | 1 |
| 5.L.1.B.d | use a comma to set off the words *yes* and *no* | 1 |
| 5.L.1.B.e | use italics when keyboarding titles of books, magazines, and newspapers | 3 |
| 5.L.1.B.f | use underlining when writing titles of books, magazines, and newspapers | 3 |
| 5.L.1.B.g | use quotation marks when writing titles of stories, songs, poems, articles | 2 |
| 5.L.1.B.h | use apostrophes in singular nouns to show possession | 3 |
| 5.L.1.B.i | write apostrophes in regular plural nouns to show possession | 3 |
| 5.L.1.B.j | use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multisyllabic words in context | 3 |
| **Speaking and Listening: Listen for purpose** |
| **SL.1.A** | **Purpose**  | **Quarter:** |
| Develop and apply effective listening skills and strategies in formal and informal settings by: |
| 5.SL.1.A.a | following agreed upon rules for listening and fulfilling discussion rules independently | 1 |
| 5.SL.1.A.b | posing and responding to specific questions to clarify or follow up on information and making comments that contribute to the discussion and link to the remarks of others | 1 |
| 5.SL.1.A.c | following, restating, and giving multi-step instructions from or to others in collaborative groups, according to classroom expectations | 1 |
| 5.SL.1.A.d | listening for speaker’s message and summarizing main points based on evidence | 1 |
| **Speaking and Listening: Listen for entertainment**  |
| **SL.1.2** | **Entertainment**  | **Quarter:** |
| 5.SL.2.A.a | Develop and apply effective listening skills and strategies in formal and informal setting by evaluating and modifying own active listening skills | 1 |
| **Speaking and Listening: Speak effectively in collaborative discussions**  |
| **SL.1.3** | **Entertainment**  | **Quarter:** |
| Speak clearly and to the point, using conventions of language when presenting individually or with a group by: |
| 5.SL.3.A.a | summarizing points made by others before presenting own ideas, according to classroom expectations | 4 |
| 5.SL.3.A.b | providing and evaluating evidence to support opinion | 4 |
| **SL.1.4** | **Presenting**  | **Quarter:** |
| Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: |
| 5.SL.4.A.a | using efficient presentation skills with available resources using a variety of media | 6 |
| 5.SL.4.A.b | planning an appropriate presentation based on audience | 6 |
| 5.SL.4.A.c | employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint | 6 |