

# Grade 5 ELA - Critical Standards

Defined by the ALSDE Academic Continuity Plan

## Standard

### Reading Structures for Literature

#### Key Ideas and Details

- 1 ) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.5.1]
- 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. [RL.5.2]
- 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 characters interact). [RL.5.3]

#### Craft and Structure

- 4) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. [RL.5.4]
- 6) Describe how a narrator's or speaker's point of view influences how events are described. [RL.5.6]

#### Integration of Knowledge and Ideas

- 8 ) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. [RL.5.9]

### Reading Standards for Informational Text

#### Key Ideas and Details

- 10 ) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.5.1]
- 11) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. [RI.5.2]
- 12) 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. [RI.5.3]

#### Craft and Structure

- 13) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area. [RI.5.4]
- 14) Compare and contrast the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in two or more texts. [RI.5.5]
- 15) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. [RI.5.6]

### Integration of Knowledge and Ideas

- 16) 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. [RI.5.7]
- 17) Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). [RI.5.8]
- 18 ) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  
[RI.5.9]

## Reading Standards: Foundational Skills

### Phonics and Word Recognition

- 20) Know and apply grade-level phonics and word analysis skills in decoding words. [RF.5.3]
- 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. [RF.5.3a]

### Fluency

- 21) Read with sufficient accuracy and fluency to support comprehension. [RF.5.4]
- a. Read on-level text with purpose and understanding. [RF.5.4a]
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.5.4b]
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.5.4c]

## Writing Standards

### Text Types and Purposes

- 22) Write opinion pieces on topics or texts, supporting a point of view with reasons and information. [W.5.1]
- 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. [W.5.1a]
- b. Provide logically ordered reasons that are supported by facts and details. [W.5.1b]
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). [W.5.1c]
- d. Provide a concluding statement or section related to the opinion presented. [W.5.1d]
23. Write informative or explanatory texts to examine a topic and convey ideas and information clearly. [W.5.2]
- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. [W.5.2a]
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [W.5.2b]
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). [W.5.2c]
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.5.2d]
- e. Provide a concluding statement or section related to the information or explanation presented. [W.5.2e]

24. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.5.3]

- a. Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally. [W.5.3a]
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. [W.5.3b]
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. [W.5.3c]
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely. [W.5.3d]
- e. Provide a conclusion that follows from the narrated experiences or events. [W.5.3e]

### Production and Distribution of Writing

26 ) 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 the first three Language standards in Grades K-5.) [W.5.5]

## Speaking and Listening Standards

### Comprehension and Collaboration

32. 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. [SL.5.1]

- 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. [SL.5.1a]
- b. Follow agreed-upon rules for discussions and carry out assigned roles. [SL.5.1b]
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. [SL.5.1c]
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. [SL.5.1d]

33 ) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.5.2]

## Language Standards

### Conventions of Standard English

38. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.5.1]
- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. [L.5.1a]
  - b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. [L.5.1b]
  - c. Use verb tense to convey various times, sequences, states, and conditions. [L.5.1c] 5th 2016 Revised Alabama Course of Study: English Language Arts 49
  - d. Recognize and correct inappropriate shifts in verb tense.\* [L.5.1d]
  - e. Use correlative conjunctions (e.g., either/or, neither/nor). [L.5.1e]

39 ) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.5.2]

- a. Use punctuation to separate items in a series.\* [L.5.2a]
- b. Use a comma to separate an introductory element from the rest of the sentence. [L.5.2b]
- 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?*). [L.5.2c]
- d. Use underlining, quotation marks, or italics to indicate titles of works. [L.5.2d]
- e. Spell grade-appropriate words correctly, consulting references as needed. [L.5.2e]

#### Knowledge of Language

40. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.5.3]

- a. Expand, combine, and reduce sentences for meaning, reader or listener interest, and style. [L.5.3a]
- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. [L.5.3b]

#### Vocabulary Acquisition and Use

41. 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. [L.5.4]

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. [L.5.4a]
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). [L.5.4b]
- 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. [L.5.4c]

42. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.5.5]

- a. Interpret figurative language, including similes and metaphors, in context. [L.5.5a]
- b. Recognize and explain the meaning of common idioms, adages, and proverbs. [L.5.5b]
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. [L.5.5c]