

# Grade 5 Access Points

## Communication

### 1 Communicating Through Writing [ELA.5.C.1.AP](#)

- 1 Write cursive letters with adequate spacing. [ELA.5.C.1.AP.1](#)
  - 2 Write personal or fictional narratives using a logical sequence of events, relevant details, transitional words, dialogue and an ending. [ELA.5.C.1.AP.2](#)
  - 3 Make a claim about a topic using evidence from sources and an organizational structure with transitions. [ELA.5.C.1.AP.3](#)
  - 4 Write an expository text about a topic, using multiple sources and an organizational structure with transitions. [ELA.5.C.1.AP.4](#)
  - 5 Improve writing as needed by planning, revising and editing, with guidance, support and modeling from adults and feedback from peers. [ELA.5.C.1.AP.5](#)
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### 2 Communicating Orally [ELA.5.C.2.AP](#)

- 1 Express information in a logical sequence, using nonverbal cues and awareness of pacing, using the student's mode of communication. [ELA.5.C.2.AP.1](#)
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### 3 Following Conventions [ELA.5.C.3.AP](#)

- 1 Follow the rules of standard English grammar, punctuation, capitalization and spelling. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Identify main and subordinate clauses. [ELA.5.C.3.AP.1](#)
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### 4 Researching [ELA.5.C.4.AP](#)

- 1 Participate in research to answer a question, organizing information about the topic, using provided reliable and valid sources. [ELA.5.C.4.AP.1](#)
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### 5 Creating and Collaborating [ELA.5.C.5.AP](#)

- 1 Use one or more multimedia elements to create emphasis in oral or written tasks. [ELA.5.C.5.AP.1](#)
  - 2 Use digital writing tools individually or collaboratively to plan, draft and revise writing with support from adults. [ELA.5.C.5.AP.2](#)
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## Foundational Skills

### 1 Learning and Applying Foundational Reading Skills

- a Apply knowledge of letter-sound correspondences, syllabication patterns and morphology to read and form familiar single-syllable and multisyllabic words in context. [ELA.5.F.1.AP.3A](#)
  - 4 Read grade-level texts, at the student's ability level, with accuracy and expression using the student's mode of communication. [ELA.5.F.1.AP.4](#)
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## Reading

### 1 Reading Prose and Poetry

- 1 Explain how setting, events, conflict and characterization contribute to the plot in a literary text. [ELA.5.R.1.AP.1](#)
  - 2 Show the development of a stated or implied theme in a literary text. [ELA.5.R.1.AP.2](#)
  - 3 Identify a character's perspective at different points in a literary text. [ELA.5.R.1.AP.3](#)
  - 4 Explain how figurative language and imagery work together in a poem. [ELA.5.R.1.AP.4](#)
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### 2 Reading Informational Text

- 1 Show how text structures and/or features contribute to the overall meaning of texts. [ELA.5.R.2.AP.1](#)
  - 2 Identify relevant details that support a central idea, implied or explicit. [ELA.5.R.2.AP.2](#)
  - 3 Identify an author's purpose and perspective in an informational text. [ELA.5.R.2.AP.3](#)
  - 4 Sequence the development of an argument. [ELA.5.R.2.AP.4](#)
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### 3 Reading Across Genres

- 1 Identify examples of when figurative language is used to contribute to meaning in text(s). [ELA.5.R.3.AP.1](#)
  - a Identify the plot and theme for a literary text using the student's mode of communication. [ELA.5.R.3.AP.2A](#)
  - b Identify the central idea and relevant details for an informational text using the student's mode of communication. [ELA.5.R.3.AP.2B](#)
  - 3 Compare and contrast important details from primary and secondary sources on the same topic. [ELA.5.R.3.AP.3](#)
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## Vocabulary

### 1 Finding Meaning

- 3 Identify and use picture clues, context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade-level content at the student's ability level with guidance and support. [ELA.5.V.1.AP.3](#)
- 1 Identify and use grade-level academic vocabulary appropriately in communication, using the student's mode of communication. [ELA.5.V.1.AP.1](#)
- 2 Apply knowledge of Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content at the student's ability level with guidance and support. [ELA.5.V.1.AP.2](#)