

# Grade 5

Adopted 2023

## English Language Arts Overarching Expectations

- 1. Read and write for a variety of purposes, including academic and personal, for extended periods of time.** [ELA.OE.1](#)

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  - 2. Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.** [ELA.OE.2](#)

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  - 3. Make inferences to support comprehension.** [ELA.OE.3](#)

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  - 4. Collaborate with others and use active listening skills.** [ELA.OE.4](#)

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  - 5. Cite evidence to explain and justify reasoning.** [ELA.OE.5](#)

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  - 6. Create quality work by adhering to an accepted format.** [ELA.OE.6](#)
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## Fifth Grade

### Foundations of Literacy

1. Demonstrate early phonological awareness to basic phonemic awareness in spoken words. [ELA.5.F.1](#)
  1. There is not an indicator for fifth grade. [ELA.5.F.1.1](#)
  2. There is not an indicator for fifth grade. [ELA.5.F.1.2](#)
  3. There is not an indicator for fifth grade. [ELA.5.F.1.3](#)
  4. There is not an indicator for fifth grade. [ELA.5.F.1.4](#)
  5. There is not an indicator for fifth grade. [ELA.5.F.1.5](#)
  6. There is not an indicator for fifth grade. [ELA.5.F.1.6](#)
  7. There is not an indicator for fifth grade. [ELA.5.F.1.7](#)
2. Demonstrate knowledge of the organization and basic concepts of print. [ELA.5.F.2](#)
  1. There is not an indicator for fifth grade. [ELA.5.F.2.1](#)
  2. There is not an indicator for fifth grade. [ELA.5.F.2.2](#)
  3. There is not an indicator for fifth grade. [ELA.5.F.2.3](#)
  4. There is not an indicator for fifth grade. [ELA.5.F.2.4](#)
  5. There is not an indicator for fifth grade. [ELA.5.F.2.5](#)
3. Know and apply phonics and word analysis skills in decoding and encoding words. [ELA.5.F.3](#)
  1. There is not an indicator for fifth grade.. [ELA.5.F.3.1](#)
  2. There is not an indicator for fifth grade. [ELA.5.F.3.2](#)
  3. There is not an indicator for fifth grade. [ELA.5.F.3.3](#)
  4. There is not an indicator for fifth grade. [ELA.5.F.3.4](#)
  5. There is not an indicator for fifth grade. [ELA.5.F.3.5](#)
  6. There is not an indicator for fifth grade. [ELA.5.F.3.6](#)
  7. There is not an indicator for fifth grade. [ELA.5.F.3.7](#)
  8. There is not an indicator for fifth grade. [ELA.5.F.3.8](#)
4. Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension. [ELA.5.F.4](#)
  1. There is not an indicator for fifth grade. [ELA.5.F.4.1](#)
  2. Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation. [ELA.5.F.4.2](#)
  3. There is not an indicator for fifth grade. [ELA.5.F.4.3](#)

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## Applications of Reading

1. Evaluate and critique key literary elements that enhance and deepen meaning within and across texts. [ELA.5.AOR.1](#)
  1. Analyze how setting, characters, and conflict impact plot development. [ELA.5.AOR.1.1](#)
  2. Analyze how figurative language impacts meaning and contributes to the reader's experience. [ELA.5.AOR.1.2](#)
2. Evaluate and critique the development of themes and central ideas within and across texts. [ELA.5.AOR.2](#)
  1. Explain the development of an explicit or implied theme over the course of a literary text. [ELA.5.AOR.2.1](#)
  2. Explain the development of a stated or implied central idea over the course of an informational text. [ELA.5.AOR.2.2](#)
3. Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts. [ELA.5.AOR.3](#)
  - a. Explain how the point of view from which a story is narrated influences how events are described; and [ELA.5.AOR.3.1.A](#)
  - b. explain how an author reveals one or more characters' perspectives in a literary text. [ELA.5.AOR.3.1.B](#)
4. Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts. [ELA.5.AOR.4](#)
  1. Compare and contrast a primary account and a secondary account of the same event or topic, while identifying how the different perspectives impact the content of the text. [ELA.5.AOR.4.1](#)
5. Evaluate and critique how an author uses words, phrases, and text structures to craft text. [ELA.5.AOR.5](#)
  1. Explain how a sequence of paragraphs, chapters, scenes, or stanzas fit together to provide the overall structure of a narrative, drama, or poem. [ELA.5.AOR.5.1](#)
  2. Compare and contrast how text features and/or structures contribute to the overall meaning in two or more informational texts. [ELA.5.AOR.5.2](#)
  3. Determine an author's argument and trace its development while identifying claims, supporting reasons, and evidence in an informational text. [ELA.5.AOR.5.3](#)
6. Summarize and paraphrase text to support comprehension and understanding. [ELA.5.AOR.6](#)
  1. Summarize a text to enhance comprehension: [ELA.5.AOR.6.1](#)
    - a. include plot, theme, and relevant key details for a literary text; and [ELA.5.AOR.6.1.A](#)
    - b. include a central idea and relevant supporting details for an informational text. [ELA.5.AOR.6.1.B](#)

7. Determine or clarify the meaning of unknown and multiple-meaning words and phrases. [ELA.5.AOR.7](#)
  1. Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: [ELA.5.AOR.7.1](#)
    - a. use context clues (e.g., definitions, examples, restatements) to determine the meaning of words and phrases; [ELA.5.AOR.7.1.A](#)
    - b. consult print and digital reference materials to build and integrate background knowledge; and [ELA.5.AOR.7.1.B](#)
    - c. consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases. [ELA.5.AOR.7.1.C](#)
8. Analyze word relationships and nuances in word meanings within literary and informational texts. [ELA.5.AOR.8](#)
  1. Determine an author's use of figurative and technical language in literary, informational, and multimedia texts: [ELA.5.AOR.8.1](#)
    - a. recognize and explain the meaning of figurative language, including similes and metaphors, in context; and [ELA.5.AOR.8.1.A](#)
    - b. demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. [ELA.5.AOR.8.1.B](#)
9. Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking. [ELA.5.AOR.9](#)
  1. Identify and use knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-appropriate content. [ELA.5.AOR.9.1](#)
10. Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience. [ELA.5.AOR.10](#)
  1. Compare and contrast a print format of a text (e.g., literary, informational) to a non-print format (e.g., film, image, performance), explaining each media's portrayal of the subject. [ELA.5.AOR.10.1](#)

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## Research

1. Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge. [ELA.5.R.1](#)
  1. Conduct short research for inquiry by: [ELA.5.R.1.1](#)
    - a. generating a question(s) about a topic; and [ELA.5.R.1.1.A](#)
    - b. consulting a variety of print and multimedia sources. [ELA.5.R.1.1.B](#)
  2. Determine the credibility of the source(s) consulted and use the most credible source(s). [ELA.5.R.1.2](#)
  3. Determine which information is relevant to the topic. [ELA.5.R.1.3](#)
  4. Logically group related findings. [ELA.5.R.1.4](#)
  5. Cite sources to avoid plagiarism. [ELA.5.R.1.5](#)

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## Written and Oral Communications

1. Write arguments to support claims with clear reasons and relevant evidence. [ELA.5.C.1](#)
  1. Write arguments to make a claim about a topic. When writing: [ELA.5.C.1.1](#)
    - a. introduce a topic and make a claim about the topic; [ELA.5.C.1.1.A](#)
    - b. include reasons that are supported by facts from a credible source(s); [ELA.5.C.1.1.B](#)
    - c. develop an organizational structure in which ideas are grouped logically; [ELA.5.C.1.1.C](#)
    - d. use transitions to link and structure ideas; and [ELA.5.C.1.1.D](#)
    - e. provide a concluding statement or section. [ELA.5.C.1.1.E](#)
  2. Write informative/expository texts to analyze and explain complex ideas and information. [ELA.5.C.2](#)
    1. Write informative texts to examine a topic and convey ideas and information clearly. When writing: [ELA.5.C.2.1](#)
      - a. introduce a topic and develop the topic with facts, definitions, details, and/or quotes related to the topic; [ELA.5.C.2.1.A](#)
      - b. group related information into paragraphs and/or sections using transitional words and phrases to link ideas and develop structure; [ELA.5.C.2.1.B](#)
      - c. use precise language and vocabulary to explain the topic; [ELA.5.C.2.1.C](#)
      - d. use and explain information from a provided source(s); and [ELA.5.C.2.1.D](#)
      - e. provide a concluding statement or section. [ELA.5.C.2.1.E](#)
  3. Write narratives to develop real or imagined experiences using effective techniques. [ELA.5.C.3](#)
    1. Write narratives to develop real or imagined experiences. When writing: [ELA.5.C.3.1](#)
      - a. establish a situation and setting; [ELA.5.C.3.1.A](#)
      - b. introduce a narrator and characters; [ELA.5.C.3.1.B](#)
      - c. establish a plot structure; [ELA.5.C.3.1.C](#)
      - d. use narrative techniques such as dialogue, precise words, descriptive language, and sensory details to develop events, setting, and characters; [ELA.5.C.3.1.D](#)
      - e. use a variety of transitional words and phrases to sequence the events; and [ELA.5.C.3.1.E](#)
      - f. provide an ending that follows logically from the narrated experiences or events. [ELA.5.C.3.1.F](#)
  4. Demonstrate command of standard English grammar and conventions when writing. [ELA.5.C.4](#)

1. Write grammatically correct single and multi-paragraph compositions using a variety of sentence types and phrasing. When writing: [ELA.5.C.4.1](#)
  - a. apply knowledge of rules for capitalization; [ELA.5.C.4.1.A](#)
  - b. use underlining, quotation marks, or italics to indicate titles of works; [ELA.5.C.4.1.B](#)
  - c. use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question tag, and to indicate direct address; [ELA.5.C.4.1.C](#)
  - d. use a colon to introduce a list and after a salutation in a business letter or email; [ELA.5.C.4.1.D](#)
  - e. explain the function of and use frequently occurring interjections, verb tenses (progressive perfect), and correlative conjunctions; [ELA.5.C.4.1.E](#)
  - f. distinguish between and use types of pronouns (indefinite) and pronouns as adjectives (possessive and demonstrative); [ELA.5.C.4.1.F](#)
  - g. use prepositional phrases in different positions within a sentence; [ELA.5.C.4.1.G](#)
  - h. use correct subject-verb and pronoun-antecedent agreement; [ELA.5.C.4.1.H](#)
  - i. identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense; and [ELA.5.C.4.1.I](#)
  - j. consult print and multimedia sources to check and correct spelling. [ELA.5.C.4.1.J](#)
5. Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task. [ELA.5.C.5](#)
  1. Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing. [ELA.5.C.5.1](#)
6. Write independently and legibly for a variety of tasks and purposes. [ELA.5.C.6](#)
  1. Demonstrate fluent and legible cursive writing skills. [ELA.5.C.6.1](#)
7. Organize and communicate ideas through a range of formats to engage a variety of audiences. [ELA.5.C.7](#)
  1. Present information orally to report on a topic or text, present an opinion, tell a story, or recount an experience, sequencing ideas logically and using appropriate and relevant facts. When presenting: [ELA.5.C.7.1](#)
    - a. demonstrate appropriate speaking techniques (e.g., appropriate eye contact, nonverbal cues, appropriate volume, clear pronunciation, pacing) for a variety of purposes and audiences; [ELA.5.C.7.1.A](#)
    - b. identify the purpose of the information being presented; and [ELA.5.C.7.1.B](#)
    - c. use digital tools to produce multimedia texts and/or visual aids with support from peers and adults. [ELA.5.C.7.1.C](#)
8. Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives. [ELA.5.C.8](#)

1. Participate in structured discussions and collaborations about grade-appropriate topics and texts: [ELA.5.C.8.1](#)
  - a. engage in focused conversation about grade-appropriate topics and texts; build on the ideas of others, pose and respond to questions to clarify thinking, and express new ideas; and [ELA.5.C.8.1.A](#)
  - b. consider and reflect upon the ideas expressed during conversations to demonstrate an understanding of diverse perspectives. [ELA.5.C.8.1.B](#)
9. Evaluate and critique ideas and concepts interactively through listening and speaking. [ELA.5.C.9](#)
  1. Determine if a speaker's argument is effective by identifying claims and explaining how they support the argument. [ELA.5.C.9.1](#)