

Standard Division Document School Year 2017-2018 (Last reviewed June 2017)
Course: Fifth Grade ELA

Introduction

The ELA Standard Division Documents (SDD) for Elementary English Language Arts are designed to provide teachers with a framework of the North Carolina Standard Course of Study for ELA (Common Core Standards) for progression through the standards over the course of a year. The standards are divided into four nine week periods, indicating areas of focused instruction, followed by development and mastery of the standards.

Standards are introduced for “*focused instruction*” as outlined in the SDD. Focus standards instruction may be implemented earlier than indicated on the SDD. *Please note: Focused Instruction is not “teaching in isolation”.* Reading Literature and Reading Informational Text have paired objectives that could be taught together. These paired objectives, as well as complementary standards in Writing, Speaking and Listening, and Language, should be taught and practiced together to ensure a well-rounded literacy experience, and to build toward effective completion of culminating performance tasks.

Each SDD has accompanying *Standards at a Glance for Focused Instruction and Assessments*. The *Standards at a Glance: Assessments* provides an overview of where specific standards will be assessed at the school, district, and state level. Beginning with grade 3, the district offers benchmark assessments for each nine week grading period as well as for the beginning, middle, and end of year. **Assessed standards in grades 3-5 are marked BM when they are to be benchmarked.** The SDD provides a guide for what standards will be included on the district benchmark assessments. In Kindergarten through 2nd grade, beginning, middle, and end of year benchmarks, as well as ongoing progress monitoring, are completed using mCLASS Reading 3D and other appropriate K-2 assessments. Writing in grades K-2 should be benchmarked each 9 weeks. School-based common assessments should be collaboratively developed by departments to be used for assessing the standards not covered by district or state assessments. These school-based assessments may include performance tasks that ask students to demonstrate their acquisition of skills, knowledge and understandings described in the standards (e.g., portfolios, research projects, products, presentations, etc.).

Standard Division Document School Year 2017-2018 (Last reviewed June 2017)
Course: Fifth Grade ELA

<u>First Nine Weeks Standards:</u>	<u>Second Nine Weeks Standards:</u>	<u>Third Nine Weeks Standards:</u>	<u>Fourth Nine Weeks Standards:</u>
<p><i>Prior to Introducing Standards:</i></p> <ol style="list-style-type: none"> 1. “1st 20 Days”; Routines, Procedures, and Building Community (<u>Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy</u> by Fountas and Pinnell) <i>(Integrate SL.5.1)</i> 2. Introduce “Reading Strategies”; Visualizing, Making Connections, Asking Questions, Making Inferences, Determining Importance, Summarizing, and Synthesizing (<u>Strategies that Work: Teaching Comprehension for Understanding and Engagement</u> (2nd Edition) by Harvey and Goudvis) <p>SL.5.1 (Integrated into Routines, Procedures, and Building Community) 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.</p> <ol style="list-style-type: none"> 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that 	<p>RL.5.1/RI.5.1 (Developing)</p> <p><i>*Students should be expected to practice and apply this standard to any piece of text.</i></p> <p>RL.5.4/RI.5.4 (Developing)</p> <p><i>*L.5.4 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:</i></p> <ol style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 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. <p><i>*L.5.5 Demonstrate understanding of figurative language, word</i></p>	<p>*RL.5.1/*RI.5.1 (Developing)</p> <p>*RL.5.4/*RI.5.4 (Developing)</p> <p><i>*Students should be expected to practice and apply strategies for determining meaning of new vocabulary and/or figurative language to any piece of text.</i></p> <p>*RL.5.2/*RI.5.2 (Developing)</p> <p>RL.5.10/RI.5.10/RF.5.4 (Developing; Independent Reading Practices)</p> <p><i>*RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</i></p> <p><i>*RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</i></p> <p><i>*RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which</i></p>	<p><i>*Model test-taking strategies and study the EOG as a genre, during the 4th nine weeks.</i></p> <p>*RL.5.1/*RI.5.1 (Developing)</p> <p>*RL.5.4/*RI.5.4 (Developing)</p> <p>*RL.5.2/*RI.5.2 (Developing)</p> <p>RL.5.10/RI.5.10/RF.5.4 (Independent Reading Practices)</p> <p><i>*RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</i></p> <p><i>*Poetry is ideal for modeling Standard RL.5.6.</i></p> <p><i>*RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</i></p> <p><i>For Writing:</i></p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>

Standard Division Document School Year 2017-2018 (Last reviewed June 2017)
Course: Fifth Grade ELA

<p>contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p><i>*The modeling of each reading strategy during the 1st nine weeks is important, because strategies will be practiced and applied throughout the year, as they are needed to understand text and master standards.</i></p> <p>*RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>*RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>*Throughout the year, instruction should toggle between fiction and nonfiction, so that students understand how each genre is structured. When modeling RI standards, it is recommended that text selections relate to the essential standards for Science and Social Studies.</i></p>	<p>relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. <p>RL.5.10/RI.5.10/RF.5.4 (Developing; Independent Reading Practices)</p> <p>*RL.5.3 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).</p> <p>*RI.5.3 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.</p> <p><i>*Before teaching RL5.2/RI5.2, work with students to compare theme vs. main idea.</i></p>	<p>point(s). (Integrate W.5.9 and SL.5.3)</p> <ul style="list-style-type: none"> <i>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</i> <i>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</i> <p><u>For Writing:</u></p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <ul style="list-style-type: none"> <i>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</i> 	<ol style="list-style-type: none"> 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. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). Provide a concluding statement or section related to the opinion presented. <ul style="list-style-type: none"> <i>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</i> <i>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i> <i>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others;</i>
---	---	---	---

Standard Division Document School Year 2017-2018 (Last reviewed June 2017)
Course: Fifth Grade ELA

<p>*RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>*RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p><i>*It is necessary to introduce Standard 4 during the 1st nine weeks, so that students understand that at this grade level they will experience more complex language and vocabulary. (Integrate RF.5.3)</i></p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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. (<i>Accuracy Strategies; The CAFÉ Book by Boushey and Moser</i>)</p> <p>RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the</p>	<p>*RL.5.2 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. (<i>Integrate SL.5.2 and RL.5.7</i>)</p> <ul style="list-style-type: none"> <i>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</i> <i>RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</i> <p>RL.5.9 (After RL.5.2) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <ul style="list-style-type: none"> <i>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</i> <p>*RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key</p>	<ul style="list-style-type: none"> <i>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i> <i>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</i> <i>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</i> <p><i>SL.5.6 (Ongoing) Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</i></p> <p>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (<i>This standard extends to</i></p>	<p><i>demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</i></p> <ul style="list-style-type: none"> <i>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</i> <p><i>SL.5.6 (Ongoing) Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</i></p> <p>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (<i>This standard extends to written responses in Math, Science, and Social Studies.</i>)</p> <p>*L.5.1 (Integrated and Ongoing) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of conjunctions, prepositions, and
---	--	---	---

Standard Division Document School Year 2017-2018 (Last reviewed June 2017)
Course: Fifth Grade ELA

<p>grades 4–5 text complexity band independently and proficiently.</p> <p>RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><i>*RI.5.10 and RI.5.10 are developed through independent reading practices that include “just right” book selections, book discussions with peers and teachers, and reader response journals.</i></p> <p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension. (<i>Integrate RF.5.4 during read alouds, one-to-one conferences, and guided reading groups.</i>)</p> <ol style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>details; summarize the text. (<i>Integrate RI.5.7</i>)</p> <ul style="list-style-type: none"> • <i>RI.5.7 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.</i> <p>RI.5.9 (After RI.5.2) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>For Writing:</p> <p>W.5.2 Write informative (explanatory) texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>) 	<p><i>written responses in Math, Science, and Social Studies.)</i></p> <p>*L.5.1 (Integrated and Ongoing) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). <p>*L.5.2 (Integrated and Ongoing) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It’s true, isn’t it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. 	<p>interjections in general and their function in particular sentences.</p> <ol style="list-style-type: none"> e. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. f. Use verb tense to convey various times, sequences, states, and conditions. g. Recognize and correct inappropriate shifts in verb tense. h. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). <p>*L.5.2 (Integrated and Ongoing) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It’s true, isn’t it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.
---	---	---	---

Standard Division Document School Year 2017-2018 (Last reviewed June 2017)
Course: Fifth Grade ELA

<p><u>For Writing:</u></p> <p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. <ul style="list-style-type: none"> • W.5.4 <i>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</i> 	<ol style="list-style-type: none"> d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. <ul style="list-style-type: none"> • W.5.4 <i>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</i> • W.5.5 <i>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i> • W.5.6 <i>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</i> 	<p>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?).</p> <ol style="list-style-type: none"> d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. <p>L.5.3 (Integrated and Ongoing) Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. <p>L.5.6 (Integrated and Ongoing) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>L.5.3 (Integrated and Ongoing) Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. <p>L.5.6 (Integrated and Ongoing) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>
---	---	--	--

Standard Division Document School Year 2017-2018 (Last reviewed June 2017)
Course: Fifth Grade ELA

<ul style="list-style-type: none"> • <i>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i> • <i>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</i> <p><i>SL.5.6 (Ongoing) Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</i></p> <p><i>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (This standard extends to written responses in Math, Science, and Social Studies.)</i></p> <p>L.5.1 (Integrated and Ongoing) Demonstrate command of the conventions of standard English</p>	<p><i>SL.5.6 (Ongoing) Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</i></p> <p><i>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (This standard extends to written responses in Math, Science, and Social Studies.)</i></p> <p>L.5.1 (Integrated and Ongoing) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., either/or, neither/nor). 		
---	---	--	--

Standard Division Document School Year 2017-2018 (Last reviewed June 2017)
Course: Fifth Grade ELA

<p>grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., either/or, neither/nor). <p>*L.5.2 (Integrated and Ongoing) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. 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?). 	<p>*L.5.2 (Integrated and Ongoing) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. 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?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. <p>L.5.3 (Integrated and Ongoing) Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. 		
---	--	--	--

Standard Division Document School Year 2017-2018 (Last reviewed June 2017)
Course: Fifth Grade ELA

<p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.3 (Integrated and Ongoing) Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>L.5.6 (Integrated and Ongoing) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>L.5.6 (Integrated and Ongoing) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>		
---	--	--	--

Standard Division Document School Year 2017-2018 (Last reviewed June 2017)
Course: Fifth Grade ELA

5th Grade ELA Standards At a Glance: Focused Instruction

Strand	1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
Reading Literature	5.1, 5.4, 5.10	5.1, 5.4, 5.10 5.3, 5.2, 5.7, 5.9	5.1, 5.4, 5.10, 5.2 5.5	5.1, 5.4, 5.10, 5.2 5.6
Reading Information	5.1, 5.4, 5.10	5.1, 5.4, 5.10 5.3, 5.2, 5.7, 5.9	5.1, 5.4, 5.10, 5.2 5.5, 5.8	5.1, 5.4, 5.10, 5.2 5.6
Reading Foundational Skills	5.3, 5.4	5.4	5.4	5.4
Writing	5.3, 5.4, 5.5, 5.6, 5.10	5.2, 5.4, 5.5, 5.6, 5.9, 5.10	5.7, 5.8, 5.4, 5.5, 5.6, 5.9, 5.10	5.1, 5.4, 5.5, 5.6, 5.10
Speaking and Listening	5.1, 5.6	5.2, 5.6	5.3, 5.5, 5.6	5.4, 5.6
Language	5.1, 5.2, 5.3, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.6	5.1, 5.2, 5.3, 5.6
Cursive			Legibly write short selection	Sample required in cumulative folder by EOY

Proposed Benchmark Frequency: **Every 9 weeks**

Comments (optional): ***Indicates when each standard will be benchmarked. RL.5.10 and RI.5.10 are measured throughout the year with book level. Please note that standards from previous grade are reinforced until grade level standards are introduced.**

Standard Division Document School Year 2017-2018 (Last reviewed June 2017)
Course: Fifth Grade ELA