Alaska English/Language Arts

Grade 5

Adopted 2012

Alaska Anchor Standards Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. R.KI.1
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. R.KI.2
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. R.KI.3

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. R.CS.4
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. R.CS.5
6. Assess how point of view or purpose shapes the content and style of a text. R.CS.6

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. R.IK.7
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. R.IK.8
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. R.IK.9

Range of Reading and Level of Text Complexity

10. Read and comprehend a range of complex literary and informational texts independently and proficiently. R.RR.10

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Text Types and Purposes

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.TT.1

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. W.KI.2
3. Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.KI.3

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.PD.4
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.PD.5
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. W.PD.6

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. W.RB.7
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. W.RB.8
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.RB.9

Range of Writing

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 tasks, purposes, and audiences. W.RW.10

Alaska Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL.CC.1
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SL.CC.2
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. SL.CC.3

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience. SL.PK.4

   Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. SL.PK.5

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6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. SL.PK.6

Alaska Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.CS.1
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.CS.2

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.KL.3

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. L.VA.4
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.VA.5
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. L.VA.6

Reading Standards for Literature

Key Ideas and Details

1. Locate explicit information in the text to support inferences drawn from the text. 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 or author's message or purpose of a story, drama, or poem using details and evidence from the text as support, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events, in correct sequence. 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, how conflicts are resolved). RL.5.3

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, analogies, hyperbole). RL.5.4

   Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.5

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6. Describe how a narrator's or speaker's point of view (e.g., first person, third person) influences how events are described or how characters are developed and portrayed. RL.5.6

Integration of Knowledge and Ideas

7. Analyze how visual and multimedia elements contribute to the meaning, tone, or personal appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL.5.7
8. (Not applicable to literature) RL.5.8
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and plot development. RL.5.9

Range of Reading and Level of Complexity

10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range. RL.5.10

Reading Standards for Informational Text

Key Ideas and Details

1. Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text. RI.5.1
2. Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate. RI.5.2
3. Explain the relationships (e.g., cause-effect) or interactions among 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

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. RI.5.4
5. Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.5
6. Determine author's purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. (e.g., social studies topics, media messages about current events). RI.5.6

Integration of Knowledge and Ideas

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. RI.5.7
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s). RI.5.8

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9. Integrate information from several texts on the same topic or related topics in order to write or speak about the subject knowledgeably. RI.5.9

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range. RI.5.10

Reading Standards: Foundational Skills

Phonics and Word Recognition

3. 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.5.3.A

Fluency

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

Writing Standards

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based 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.5.1.A
    b. Provide logically ordered reasons that are supported by facts and details. W.5.1.B
    c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically, most of all). W.5.1.C
    d. Provide a concluding statement or section that reinforces or restates the opinion presented. W.5.1.D

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2. Write informative/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), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension. W.5.2.A
    b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic. W.5.2.B
    c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). W.5.2.C
    d. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.5.2.D
    e. Provide a concluding statement or section that paraphrases the focus of the text or explanation presented. W.5.2.E
3. Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology). W.5.3
    a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.5.3.A
    b. Use narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts. W.5.3.B
    c. Use a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events. W.5.3.C
    3. Use concrete words and phrases, sensory details, and elaboration to convey experiences and events precisely. W.5.3
    e. Provide a conclusion that follows from the narrated experiences or events. W.5.3.E.

Production and Distribution of Writing

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.) W.5.4
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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) W.5.5
6. With some guidance and support from adults, use technology, including the Internet, to produce, edit, 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. W.5.6

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Research to Build and Present Knowledge

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. W.5.7
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. W.5.8
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.5.9
    a. Apply grade 5 Reading standards to literature (e.g., "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, how conflicts are resolved]."). W.5.9.A
    b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]."). W.5.9.B

Range of Writing

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. W.5.10

Speaking and Listening Standards

Comprehension and Collaboration

1. 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.5.1.A
    b. Follow agreed-upon rules for discussions and carry out assigned roles. SL.5.1.B
    c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.5.1.C
    d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. SL.5.1.D
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.5.2
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (e.g., use a graphic organizer or note cards completed while listening to summarize or paraphrase key ideas presented by a speaker). SL.5.3

Presentation of Knowledge and Ideas

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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. SL.5.4
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully. SL.5.5
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) SL.5.6

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.1
   a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English. L.5.1.A
   b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. L.5.1.B
   c. Use verb tense to convey various times, sequences, states, and conditions. L.5.1.C
   d. Recognize and correct inappropriate shifts in verb tense. L.5.1.D
   e. Use correlative conjunctions (e.g., either/or, neither/nor). L.5.1.E
2. 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.5.2.A
   b. Use a comma to separate an introductory element from the rest of the sentence. L.5.2.B
   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.5.2.C
   d. Use underlining, quotation marks, or italics to indicate titles of works. L.5.2.D
   e. Spell grade-appropriate words correctly, consulting references as needed. L.5.2.E

Knowledge of Language

3. 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/listener interest, and style. L.5.3.A
   b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. L.5.3.B

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Vocabulary Acquisition and Use

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. L.5.4

    a. Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. L.5.4.A

    b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). L.5.4.B

    c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both printing and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L.5.4.C

5. 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.5.5.A

    b. Recognize and explain the meaning of common idioms, adages, and proverbs. L.5.5.B

    c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. L.5.5.C

6. Acquire and accurately use 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). L.5.6