Florida English Language Arts

Grade 5

Foundational Skills

1 Learning and Applying Foundational Reading Skills ELA.5.F.1

3 Phonics and Word Analysis: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. ELA.5.F.1.3

a Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context. ELA.5.F.1.3.A

4 Fluency: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. ELA.5.F.1.4

See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.

Clarification 1 **See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.**

Appropriate prosody refers to pausing patterns during oral reading that reflectthe punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.

Clarification 2 **Appropriate prosody refers to pausing patterns during oral reading that reflectthe punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.**

Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

Clarification 3 **Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.**

Re Skip to main content **eading Prose and Poetry** ELA.5.R.1

1 Literary Elements: Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text. ELA.5.R.1.1

2 Theme: Explain the development of stated or implied theme(s) throughout a literary text. ELA.5.R.1.2

3 Perspective and Point of View: Describe how an author develops a character's perspective in a literary text. ELA.5.R.1.3

4 Poetry: Explain how figurative language and other poetic elements work together in a poem. ELA.5.R.1.4

2 Reading Informational Text ELA.5.R.2

1 Structure: Explain how text structures and/or features contribute to the overall meaning of texts. ELA.5.R.2.1

2 Central Idea: Explain how relevant details support the central idea(s), implied or explicit. ELA.5.R.2.2

3 Purpose and Perspective: Analyze an author's purpose and/or perspective in an informational text. ELA.5.R.2.3

4 Argument: Track the development of an argument, identifying the specific claim(s), evidence, and reasoning. ELA.5.R.2.4

3 Reading Across Genres ELA.5.R.3

1 Interpreting Figurative Language: Analyze how figurative language contributes to meaning in text(s). ELA.5.R.3.1

2 Paraphrasing and Summarizing: Summarize a text to enhance comprehension. ELA.5.R.3.2

a Include plot and theme for a literary text. ELA.5.R.3.2.A

b Include the central idea and relevant details for an informational text. ELA.5.R.3.2.B

Clarification 1 Most grade-level texts are appropriate for this benchmark.

3 Comparative Reading: Compare and contrast primary and secondary sources related to the same topic. ELA.5.R.3.3

Where the development of multiple themes is being explained, the themes may come from the same or multiple literary texts.

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The term perspective means "a particular attitude toward or way of regarding something."

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Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, imagery, and idiom. Other examples can be used in instruction.	**Clarification 1**	**Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, imagery, and idiom. Other examples can be used in instruction.**
Poetic elements to be used for the purposes of this benchmark are form, rhyme, meter, line breaks, and imagery.	**Clarification 2**	**Poetic elements to be used for the purposes of this benchmark are form, rhyme, meter, line breaks, and imagery.**
For more information, see Text Structures and Text Features.	**Clarification 1**	**For more information, see Text Structures and Text Features.**
The term perspective means "a particular attitude toward or way of regarding something."	**Clarification 1**	**The term perspective means "a particular attitude toward or way of regarding something."**
A claim is a statement that asserts something is true. A claim can either be fact or opinion. Claims can be used alone or with other claims to form a larger argument.	**Clarification 1**	**A claim is a statement that asserts something is true. A claim can either be fact or opinion. Claims can be used alone or with other claims to form a larger argument.**

Communication

1 **Communicating Through Writing** ELA.5.C.1

1 Handwriting: Demonstrate fluent and legible cursive writing skills. ELA.5.C.1.1

2 Narrative Writing: Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases. ELA.5.C.1.2

3 Argumentative Writing: Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions. ELA.5.C.1.3

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4 Expository Writing: Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions. ELA.5.C.1.4

5 Improving Writing: Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers. ELA.5.C.1.5

2 Communicating Orally ELA.5.C.2

1 Oral Presentation: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing. ELA.5.C.2.1

3 Following Conventions ELA.5.C.3

1 Conventions: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. ELA.5.C.3.1

4 Researching ELA.5.C.4

1 Researching and Using Information: Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources. ELA.5.C.4.1

5 Creating and Collaborating ELA.5.C.5

1 Multimedia: Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks. ELA.5.C.5.1

2 Technology in Communication: Use digital writing tools individually or collaboratively to plan, draft, and revise writing. ELA.5.C.5.2

Students will use cursive writing to produce legible works within the same timeframe as they would use for writing in print.	**Clarification 1** **Students will use cursive writing to produce legible works within the same timeframe as they would use for writing in print.**
See Writing Types.	**Clarification 1:** **See Writing Types.**
See Writing Types and Elaborative Techniques.	**Clarification 1** **See Writing Types and Elaborative Techniques.**
See Writing Types and Elaborative Techniques.	**Clarification 1** **See Writing Types and Elaborative Techniques.**
Nonverbal cues appropriate to this gra to delivery, focus on the	**Clarification 1** **Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken**

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audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This is the initial grade level that introduces appropriate pacing. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. This element will also help students address the nervousness that may make them speak too fast during presentations.		in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This is the initial grade level that introduces appropriate pacing. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. This element will also help students address the nervousness that may make them speak too fast during presentations.
For further guidance, see the Elementary Oral Communication Rubric.	Clarification 2	For further guidance, see the Elementary Oral Communication Rubric.
Skills to be mastered at this grade level are as follows:	Clarification 1a	Skills to be mastered at this grade level are as follows:
Use principal modals to indicate the mood of a verb.	1	Use principal modals to indicate the mood of a verb.
Use appositives, main clauses, and subordinate clauses.	2	Use appositives, main clauses, and subordinate clauses.

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Recognize and correct inappropriate shifts in tense and number.	3 Recognize and correct inappropriate shifts in tense and number.
Use conjunctions correctly to join words and phrases in a sentence.	4 Use conjunctions correctly to join words and phrases in a sentence.
Skills to be implemented but not yet mastered are as follows:	Clarification 1b Skills to be implemented but not yet mastered are as follows:
Use verbals including gerunds, infinitives, and participial phrases.	1 Use verbals including gerunds, infinitives, and participial phrases.
Use comparative and superlative forms of adjectives.	2 Use comparative and superlative forms of adjectives.
Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.	3 Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.
Vary sentence structure.	4 Vary sentence structure.
See Conventions Progression by Grade Level for more information.	Clarification 2 See Conventions Progression by Grade Level for more information.
While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.	Clarification 1 While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

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Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize or clarify a point made within the task, perhaps by showing examples to clarify a claim or data to emphasize a point. The elements should be smoothly integrated.

Clarification 1 **Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize or clarify a point made within the task, perhaps by showing examples to clarify a claim or data to emphasize a point. The elements should be smoothly integrated.**

Vocabulary

1 Finding Meaning ELA.5.V.1

1 Academic Vocabulary: Use grade-level academic vocabulary appropriately in speaking and writing. ELA.5.V.1.1

2 Morphology: Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content. ELA.5.V.1.2

3 Context and Connotation: Use 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. ELA.5.V.1.3

Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, an

Clarification 1 **Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.**

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See Common Greek and Latin Roots 3-5.	Clarification 1	See Common Greek and Latin Roots 3-5.
Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.	Clarification 1	Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.
See Context Clues and Word Relationships.	Clarification 2	See Context Clues and Word Relationships.
See 5.R.3.1 and Elementary Figurative Language.	Clarification 3	See 5.R.3.1 and Elementary Figurative Language.